

# EDUCATION OF NEGROES

## A 5-YEAR BIBLIOGRAPHY

1931-1935

By

AMBROSE CALIVER

*Senior Specialist in the Education of Negroes*

and

ETHEL G. GREENE

*Office of Education*



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## FOREWORD

In response to many requests for information and references on the education of Negroes, a selected bibliography covering a 3-year period, 1928 to 1930, was issued by the Office of Education in 1931. Since that time similar requests have been so numerous that it seemed appropriate to bring the bibliography up to date, which is the purpose of the present volume. Covering a 5-year period, 1931 to 1935, this bibliography, like the first, does not attempt to present an exhaustive list of references, but rather a selected list of titles which may be of assistance to students, research workers, and others interested in the subject.

It is not the purpose to evaluate the contents of the references, but rather to give a brief description that will suggest their worth and value for further and more extended study.

This Office cannot supply the references listed in this bibliography. Government publications may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at prices given in the price list of Government publications on education, which can be obtained from that source. Books, periodicals, and pamphlets here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association, from the secretary of the issuing organization. Theses can be consulted in the library of the school granting the degree, or in some cases may be borrowed through a library as an interlibrary loan.

This bibliography represents a cooperative enterprise between the Office of Education and workers in the educational field, including college and high-school teachers and administrators, and graduate students. Grateful acknowledgment is made to all those who assisted in any way, and especially to the following persons: D. A. Wilkerson, William A. Aery, Jane Ellen McAllister, Ullin W. Leavell, Alethea H. Washington, A. A. Taylor, Rebecca E. Davis, Mildred K. Price, Harold L. Trigg, and Thomas E. Batson.



Originally it was planned to include references to master's theses, but because they were so numerous, and because of the limitations of space it did not seem feasible to include them. However, the number of known master's theses on a given subject is noted at the appropriate place in the bibliography. Many of these theses are filed in the library of the Office of Education. Insofar as is possible, information will be given concerning the titles and contents of these theses to persons particularly interested.

BESS GOODYKOONTZ,  
*Assistant Commissioner of Education.*



# EDUCATION OF NEGROES

A 5-year Bibliography, 1931-1935

## GENERAL REFERENCES

### MISCELLANEOUS

ADDAMS, JANE. Rise of Negro education. *School life*, 18: 98, January 1933.

A brief account of the increased efforts of Negro teachers to improve their professional equipment, and of efforts of the Negro high school to inform its students of the variety of occupations and necessary preparation through vocational guidance.

BEALE, HOWARD K. Needs of Negro education in the United States. *Journal of Negro education*, 3: 8-19, January 1934.

A discussion of the educational problems peculiar to the Negro and the part which the Negro himself must play in solving these problems.

BOND, HORACE M. Education of the Negro in the American social order. New York, Prentice-Hall, Inc., 1934. 500 p.

A book devoted to a discussion of the education of Negroes as it is related to the American social order. It is well documented and supported by statistical data. There are 21 chapters grouped into three parts. Part I is historical and traces the education of Negroes from the Reconstruction period to the present day; Part II considers economics and finance, and treats of migration, economic background, and financing separate schools; Part III deals with current educational problems. A brief bibliography is included.

CALIVER, AMBROSE. The Negro teacher and a philosophy of Negro education. *Journal of Negro education*, 2: 432-47, October 1933.

An outline of the problems the Negro teacher faces and suggested approaches to them. The need of a philosophy of Negro education is suggested and lines along which a philosophy should be developed, as well as the place of the Negro teacher in the process.

— The outlook for Negro education. *School life*, 20: 40-41, October 1934.

In discussing the problem of furthering the advancement of the education of Negroes the author treats two factors: (1) The attitude of the public and school officials; and (2) the attitude of Negroes themselves. Educational conditions in normal times and in the emergency are discussed, and several factors are mentioned as pointing to advancement.

CARR, WILLIAM G. Public education in the South. *School and society*, 35: 488-95, April 11, 1931.

This report presents a statistical comparison of the condition of education (1880-1930) of eight of the Southern States and the Nation as a

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**CARR, WILLIAM G.**—Continued.

whole. Comparisons were made from three points of view: (1) the average percent of the pupils enrolled in the public secondary and elementary schools who are in daily attendance; (2) the average number of days that schools are in session; and (3) the annual salary of teachers, principals, and supervisors. The significance of the article lies in the fact it reveals the marked discrepancies existing between white and colored educational conditions in the Southern States.

**CLARK, W. A.** Does Negro education pay? *Educational sociology*, 7: 163-9, November 1933.

One of a series of articles devoted to the work of Tuskegee normal and industrial institute, in which the value of graduates of Tuskegee institute in community life is cited as an example of the worth of Negro education to the progress of the South.

**DANIEL, SADIE I.** *Women builders*. Washington, D. C., Associated publishers, inc., 1931. 207 p.

This book consists of seven biographical sketches of Negro women "who have definitely contributed to the development of the Negro youth in U. S." It should be helpful to counselors of Negro youth, and useful in classes studying Negro life and history. The characters treated include: Lucy Craft Laney, Maggie Lena Walker, Janie Porter Barrett, Mary McLeod Bethune, Nannie Helen Burroughs, Charlotte Hawkins Brown, and Jane Edna Hunter.

**U. S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS.** *Negroes in the United States: 1920-1932*. Compiled by Charles E. Hall. Washington, U. S. Government printing office, 1935. 845 p.

The volume covers the following subjects: Negro population and growth in United States, geographic distribution and increase, proportion in population, nativity, urbanization, the black belt, sex distribution, age distribution, marital condition, fertility, school attendance, illiteracy, families, occupations, vital statistics—births and mortality, retail business, religious bodies, prisoners in State and Federal prisons and reformatories, agriculture; appendix, general table of characteristics of Negro population.

**ELEAZER, R. B.** Indicting a whole race. *Christian education*, 15: 438-39, April 1932.

A short article describing the efforts of groups interested in the improvement of interracial conditions.

**EMBREE, EDWIN R.** *The Julius Rosenwald Fund*. A review of the activities of the Rosenwald fund for the two-year period of 1931-33. Chicago, Ill., The Julius Rosenwald Fund, 1933. 45 p.

A report on the erection of Negro schools is found on p. 29-33.

A review for the two-year period, 1933-1935. Chicago, Ill., The Julius Rosenwald Fund, 1935. 19 p.

A general discussion of rural education covering briefly the history, curriculum, social forces, and the Rosenwald fund's program of rural education.

**Brown America**. New York, The Viking Press, 1932. 311 p.

An interpretation of Negro life in America. The book treats of the biological and historical background of Negroes; their health and education and their economic, political, social, and cultural development.



FISHER, ISAAC. Armstrong's unique philosophy. Southern workman, 62: 203-8, May 1933.

A review of Samuel Chapman Armstrong's philosophy of education.

— Tuskegee's fiftieth anniversary; a review of the founder's philosophy. Southern workman, 60: 242-54, June 1931.

A review of Booker T. Washington's philosophy of education.

GREENE, HARRY W. The education of Negro leaders. School and society, 42: 134-36, July 27, 1935.

On the assumption that the academic degree from distinguished schools is an adequate measure for judging the quality and amount of higher education, the author concludes that the educators studied are well-trained.

HENDERSON, R. Negro education at Columbia. Southern workman, 61: 305-9, July 1932.

A description of the activities at Columbia university in stimulating interest in Negro education and in better racial relations.

HONESTY, EVA T. The handicapped-Negro child. Journal of Negro education, 1: 304-24, July 1932.

The purpose of this study was to present the results of an investigation of the elementary educational opportunities available for handicapped Negroes. The facts presented show that we are still at the beginning of the solution of the problem of educating the handicapped child. Practically nothing has been done in the field of special education for the vast majority of Negro children living in the rural communities of the South.

HOOVER, HERBERT C. Address at the Tuskegee institute. School and society, 33: 571-72, April 25, 1931.

In this radio address, transmitted from Washington to the chapel of the institute, the President of the United States commemorated the fiftieth anniversary of the founding of Tuskegee institute.

HUBERT, Z. T. The Log Cabin community center and country life. Southern workman, 63: 249-52, August 1934.

A description of the undertakings of the Log Cabin community, which is a "country life center," established for and by Negroes in Georgia.

ICKES, HAROLD L. The education of Negroes in the United States. Journal of Negro education, 3: 5-7, January 1934.

The author states that inadequacy and inaccessibility of school facilities to Negroes are detrimental to the Nation as well as to the Negro race.

JONES, THOMAS J. Trends in Negro education. Southern workman, 61: 243-46, June 1932.

In spite of the progress of Negro education in the past 15 years, educators are advised of their responsibility to adapt the school systems to the new order.

LOCKE, ALAIN L. Minorities and the social mind. Progressive education, 12: 141-46, March 1935.

The author offers four types of educational approach to the problem of liberalizing the social mind in respect to minority groups.



**MAPHS, CHARLES G.** The veil of ignorance. The Southern workman, 61: 346-49, August 1932.

Reprint from the *Journal of adult education*. A plea to lift "the veil of ignorance" from two and a half million inhabitants of the South, a large majority of whom are beyond the limits of compulsory education and for whom special schools must be organized.

**MENCHAN, W. MCKINLEY.** The Negro college takes to the nursery school. School and society, 36: 338-40, September 10, 1932.

Discusses the nursery school as the foundation for the college. Although a number of white colleges have definitely established nursery schools as part of their experimental programs, only a few Negro colleges have adopted this necessary division of education. Further discusses in detail the nursery school program at the Alabama State teachers college at Montgomery.

**NEWBOLD, N. C.** The public education of Negroes and the current depression. Journal of Negro education, 2: 5-15, January 1933.

A report of a study made of the effect of the depression on school programs. These data were obtained from questionnaires sent to cities in 24 States.

**PEABODY, GEORGE F.** The Negro in education. Southern workman, 63: 373-75, December 1934.

The writer supports the opinion that in some way the Federal government should provide State equalization funds for education.

A report of the rating of Negro colleges and high schools. Journal of Negro education, 3: 301-4, April 1934.

A complete list of Negro colleges and high schools and their ratings approved by the Southern association of colleges and secondary schools in 1933.

**ROTHSCHILD, ROBERT.** A Belgian's view of Negro schools in southern U. S. A. Journal of Negro education, 4: 179-84, April 1935.

The author feels that Negro education is in need of public financial help. The basis of the deficiency in Negro education is the lack of properly trained teachers and poor salaries.

**SIMMONS, IRA F.** The private chartered educational institutions of Tennessee. Doctor's thesis, 1934. Nashville, Tenn., George Peabody College for Teachers, 1934. 7 p. (Abstract of Contribution to education no. 148)

The problem with which this study is concerned is fourfold in its nature; viz. (1) to establish the legal powers and limitations of private educational corporations; (2) to trace the development of the legal processes through which these powers and limitations have been derived in Tennessee; (3) to ascertain the types and numbers, and to evaluate the effectiveness of the private educational institutions that have been chartered at different periods in the history of the State; and (4) to summarize findings and suggest legislation to correct some of the abuses of the chartering privileges as it applies to educational institutions.

**UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION.** Education of certain racial groups in the United States and its territories. Washington, U. S. Government printing office, 1931. (U. S. Department of the Interior, Office of Education. Bulletin, 1931, no. 20, Vol. 1, chapter 17.)

See also Biennial Survey of education, 1928-1930, Vol. 1, p. 599. A brief summary of the development and status of the education of Negroes.

WINSTON, SANFORD. Cultural participation and the Negro. *American journal of sociology*, 60: 5, March 1935.

A quantitative description of the cultural participation of the Negro in the United States.

WOODSON, CARTER G. Miseducation of the Negro. Washington, D. C., Associated Publishers, inc., 1932. 207 p.

The author contends that the education of the Negro should be outlined in conformity with the needs of the Negro race, citing many examples of miseducation.

### ADMINISTRATION AND SUPERVISION

COOKE, DENNIS H. The adequacy of teachers' salaries. *Peabody journal of education*, 11: 145-53, January 1934.

Seeks to determine the adequacy of teachers' salaries in terms of the standard of living, and to compare the relative adequacy of white and Negro teachers' salaries on the same basis. It was found that the standard of living maintained by both groups is too low; that the Negro teacher is not able to maintain as high a standard of living as the white teacher; and receives less financial aid from parents, relatives, and friends than the white teacher.

JULIUS ROSENWALD FUND. School money in black and white; investing in Negro brains; coordination of national organizations. Chicago, Ill., The Fund, 4901 Ellis Avenue, 1934. 24 p. illus.

The study comprises statistical material assembled by the Committee on finance of the National conference on fundamental problems in the education of Negroes, held in Washington in 1934, and contains many facts concerning the status of Negro education in the South.

### LITERATURE

BROWN, STEELING. Negro character as seen by white authors. *Journal of Negro education*, 2: 179-203, April 1933.

The author evaluates the stereotypes of Negro character as portrayed in American literature, which is, in many instances, he concludes, an unreliable source of information about the Negro.

HARRIS, VIOLA B. African stories for children. Cooperative service department New York city, Columbia university, 1933.

Stories of African life, some based upon interviews with African students at Columbia university, others written by the author after much study of tribal customs, and still others simplified from readings about African home life.

HUGHES, LANGSTON. Books and the Negro child. In *American library association. Committee on library work with children. Children's library yearbook*, no. 4, p. 108-10. Chicago, American Library Association, 1932.

As a means of overcoming racial inferiority complex, it is suggested that books dealing with the cultural background and development of the Negro race be made accessible to Negro children.

TEMPLETON, CHARLOTTE. Books and the Negro. *School and society*, 36: 56-58, July 9, 1932.

Discusses the library as an active force in developing the "New Negro."



**THEOBALD, RUTH.** Library service for Negro children.

In American library association. Committee on library work with children. Children's library yearbook, no. 4, p. 111-22. Chicago: American Library Association, 1932.

In outlining the library service for Negro children in America, the author cites the value of the library in developing racial pride among Negro children.

### RESEARCH AND STATISTICS

**AERY, WILLIAM A.** The Negro and educational research. Southern workman, 62: 82-86, February 1933.

An evaluation of the information concerning the Negro and his educational problems presented in the *Journal of Negro education*. The journal is commended for encouraging scientific method and creative thinking. The author states that the articles demonstrate successfully how scientific method can be applied to social data with a view to discovering new and better methods of handling difficult educational problems.

**BLOSE, DAVID T.** Statistics of the Negro race, 1927-1928. Washington, U. S. Government printing office, 1931. 16 p. (U. S. Department of the Interior, Office of education. Pamphlet no. 14)

In this report of institutions that have to do with the education of the Negro in the United States, there are "data on children of school age; enrollment and number of teachers in the public schools; teachers and pupils in private secondary schools; instructors, students, receipts, and property values in colleges, universities, and teacher-training institutions"

— and **CALIVER, AMBROSE.** Statistics of the education of Negroes, 1929-30 and 1931-32. Washington, U. S. Government printing office, 1935. 47 p. (U. S. Department of the Interior, Office of education. Bulletin, 1935, no. 13)

This study covers a 4-year period in the education of Negroes and presents statistics relating to all levels and types of education in the 17 Southern States and the District of Columbia. Certain facts are presented for the country as a whole insofar as the data were available.

**KNOX, ELLIS O.** The Negro as a subject of university research. *Journal of Negro education*, 2: 165-74, April 1933; 3: 223-44, April 1934; 4: 213-29; April 1935.

These articles deal with research studies that have been made during the calendar years 1932, 1933, and 1934 by students in the graduate division of various American colleges and universities. Some excerpts from Doctor's theses are included.

**WORK, MONROE N.** Negro year book, 1931-1932. Tuskegee Institute. Ala. Negro year book publishing company, 1932. 544 p.

A handbook providing information concerning various events affecting the life of the Negro together with facts bearing on the progress he is making and the contributions he has made to society. Contains a list of high schools and colleges for Negroes.

### EDUCATION IN VARIOUS STATES

**ADVISORY COMMITTEE ON NEGRO SCHOOLS.** Virginia State curriculum revision program. Statement by D. A. Wilkerson, Secy. Virginia *Journal of education*, 27: 203-5, January 1934.

In studying the curricular adaptations demanded by racial factors, the Committee emphasizes the special problem of vocational guidance for Negro



## ADVISORY COMMITTEE ON NEGRO SCHOOLS—Continued.

youth resulting from racial restrictions upon their vocational opportunities. An outline is presented of the means by which curricular adaptations to problems of bi-racialism might be effected.

AERY, WILLIAM A. The Negro and education in Virginia. *Southern workman*, 62: 32-34, January 1933.

Several problems of the Negro group in its relation to education are outlined and good racial leadership and interracial cooperation are emphasized in this article.

CHAPMAN, PAUL W. Problems and progress in Negro education. *Southern workman*, 60: 325-29, July 1931.

A discussion of problems of rural school attendance in Georgia.

COLSON, EDNA M. The program of curriculum revision in Virginia. *Journal of Negro education*, 3: 311-13, April 1934.

A statement of the activities of the advisory committee composed almost entirely of Negroes and organized to aid in the inauguration of a 3-year program of curriculum construction in Virginia. The report emphasized: (1) There are no special curriculum adaptations necessary because of inherent racial differences in intellectual ability and special aptitudes; (2) because of the bi-racial character of our society, special curricular adaptations should be made to social problems; (3) these curricular adaptations are needed in the schools of both races.

CROSSWHITE, CHARLES C. Transportation of Negro public school pupils in Missouri. *School and community*, 19: 90-93, February 1933.

An account of how the problem of providing standard educational opportunities for Negro pupils was met in Missouri, by the transportation of students of high-school status to larger school centers. A table is included which shows the total number of Negro elementary and high-school pupils who were transported in 1932-33.

DAVIS, W. R. Development and present status of Negro education in East Texas. New York, Bureau of publications, Teachers college, Columbia university, 1934. 150 p. (Contributions to education no. 626)

Chapter V is devoted to the discussion of the County training school in Texas.

DILLARD, JAMES H. Light from Louisiana. *Southern workman*, 61: 297-98, July 1932.

Describes a plan, submitted by the State department of education at Baton Rouge, which is designed to produce higher standards in public secondary education.

DIXON, JOHN C. Negro high school development in Georgia. *High school quarterly*, 20: 30-32, October 1931.

In sketching the development of secondary education in Georgia, the author acknowledges the contributions of the General Education board, John F. Slater fund, and Julius Rosenwald fund for their assistance in securing buildings, equipments, teachers, and vocational offerings.

Some theses relating to a dual system of education having particular application in Georgia. *High school quarterly*, 20: 190-95, July 1932.

A discussion of school finance, teachers, buildings, and length of term, as problems relating to the education of Negro children in Georgia.

**IRBY, NOLEN M.** A program of equalization of educational opportunities in the State of Arkansas. Doctor's thesis, 1931. Nashville, Tenn., George Peabody college for teachers, 1930. 162 p. (Contribution to education, no. 83)

A study showing the contributions state departments can make toward equalizing educational opportunities for white and Negro students.

**JOHN, GEORGE B.** Apportionment for colored schools under new school laws. Missouri State department of education, bulletin, Vol. 6, pp. 13-31, March 1932.

A discussion of the new Missouri school law with data concerning minimum guarantee for maintenance of Negro rural schools.

**LAING, JAMES T.** The Negro miner in West Virginia. Doctor's thesis, 1933. Ohio.

A study presenting factual material of the origin, development, and present status of the Negro miner in West Virginia and a description of certain aspects of the part the Negro plays in the culture pattern of the mining district.

**NEWBOLD, N. C.** Educational accomplishments and challenges in North Carolina. Southern workman, 61: 10-16, January 1932.

In the introductory address at the State-wide conference on Negro education at Shaw university in 1931 the State supervisor of Negro education challenged the Negroes to study the school laws and local school conditions, to outline possible programs of improvement, and to present these recommendations to school officials.

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION.** Report of the Governor's Commission for the study of problems in the education of Negroes in North Carolina. Raleigh, N. C., State Superintendent of public instruction, 1935. 96 p. (Publication no. 183)

Fifty white and 50 Negro citizens, appointed by the Governor, sought a factual basis for interpreting the following major problems in the education of Negroes in the State: (1) standard high-school facilities; (2) raising the average scholarship level of teachers; (3) minimum 8 months' term for every school; (4) adequate buildings and equipment; (5) providing preparation for a more differentiated occupational life; (6) professional offerings for Negro youth in institutions within the State; and (7) teachers' salaries. Recommended next steps in the adequate solution of problems involved.

**OXLEY, LAWRENCE A.** North Carolina and her crippled Negro children. Southern workman, 60: 74-78, February 1931.

An account of the events leading to the erection of the hospital for crippled children in Gastonia, N. C., and of the dedication of the Duke Memorial building, a contribution by Benjamin Duke.

**WILKERSON, DOXEY A.** The Negro and education in Virginia. Southern workman, 63: 117-21, April 1934.

As a member of the Advisory committee on Negro schools the author gives a summary of the means by which special adaptations in the curriculum to the problems of bi-racialism should be effected.



## CONFERENCES AND COMMITTEES

**CALIVER, AMBROSE.** Negro education. *School life*, 19: 165. April 1934.

A report of activities in the interest of Negro education at the Department of superintendence convention in Cleveland, 1934. Meetings of the following groups were reported: (1) National Advisory committee on the education of Negroes and the Planning committee of the National conference on fundamental problems in the education of Negroes; (2) special committees of the National vocational guidance association; (3) Committee G of the Department of superintendence.

— *ed.* Fundamentals in the education of Negroes. Abstract of proceedings of National conference on education of Negroes. Washington, U. S. Government printing office, 1935. (U. S. Department of the Interior, Office of education. Bulletin, 1935, no. 6)

This report is an abstract of proceedings of the National conference on fundamental problems in the education of Negroes, and presents the major findings and recommendations of the committees, and the major addresses given.

**CHAPMAN, OSCAR L.** A National conference on the education of Negroes. *Journal of Negro education*, 3: 579-80, October 1934.

An address delivered at the National conference on the fundamental problems in the education of Negroes. The Assistant secretary of the United States Department of the Interior challenges educators to map out a program of education that will fit the particular needs of the Negro in the new order.

**ICKES, HAROLD L.** Why a National conference on the education of Negroes? *Journal of Negro education*, 3: 576-78, October 1934.

The Secretary of the Interior welcomed the delegates to the National conference on fundamental problems in the education of Negroes, and suggested that adequate education for Negroes is necessary in order that they may make their contribution to American life.

**LANE, DAVID A. Jr.** Report of the National advisory committee on education and the problems of Negro education. *Journal of Negro education*, 1: 5-15. April 1933.

The report shows that the educational disadvantages of the Negro in 17 Southern States are the result of unequal distribution of State funds. The granting of special aid to Negro education is recommended. Tables showing the percent of State educational funds and special funds received by Negroes in 1928 are given.

Negro education conference. *School life*, 19: 143. March 1934.

A brief mention of the National conference on fundamental problems in the education of Negroes. A list of the names of the consultants and the Planning committee is given.

**NEWBOLD, N. C.** Report of the Committee to cooperate with the National association of teachers in colored schools. In *National educational association addresses and proceedings, 1932*; p. 210-12.

An outline of the undertakings of the committee, which include the attempts to secure information concerning the possibilities involved in a motion picture on the History of Negroes in America, and the rewriting of textbooks on American History to include facts about Negroes.

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**ROOSEVELT, FRANKLIN D. Mrs.** The National conference on the education of Negroes. *Journal of Negro education*, 3: 573-75, October 1934.

An address at the National conference on fundamental problems in the education of Negroes in which Mrs. Roosevelt said, among other things, that universal education is indispensable to the preservation of ideals of the United States.

**ZOOK, GEORGE F.** The National conference on Negro education. *Journal of Negro education*, 3: 581-84, October 1934.

In an address to the National conference on fundamental problems in the education of Negroes, the Commissioner of education discussed adult education, suggesting it as a means of effecting social and economic adjustment among Negroes. The significance of the Adult education movement abroad was cited.

### SPECIAL SCHOOLS

Atlanta university's new buildings. *School and society*, 34: 639, November 21, 1931.

A short article concerning a \$1,000,000 anonymous gift to Atlanta university for the construction of new buildings. Such development is held to reflect a change taking place in the life of the Negro in the South.

**BLOUNT, GEORGE W.** The Delaware Industrial school for girls. *Southern workman*, 63: 17-20, January 1934.

A historical sketch of the school and an outline of the training offered delinquent Negro girls.

**BRAWLEY, BENJAMIN C.** "Ironsides": The Bordentown school. *Southern workman*, 60: 410-16, October 1931.

A historical sketch and description of the work of the manual training and industrial school for Negroes at Bordentown, N. J.

**DABNEY, CHARLES W.** Penn school, St. Helena Island. *Southern workman*, 60: 277-81, June 1931.

A tribute to Hollis B. Frissell, who was instrumental in introducing the Hampton plan of agricultural and industrial education in the Penn school.

**DAVIS, JACKSON.** The Phenix school. *Southern workman*, 60: 264-68, June 1931.

An account of the services rendered by George P. Phenix at Hampton Institute in developing the Demonstration school.

Fifty years of Tuskegee. *School and society*, 33: 537, April 18, 1931.

An outline of the progress made at Tuskegee Normal and Industrial Institute.

**HERBON, E. K.** Hungerford school. *Southern workman*, 61: 402-8, October 1932.

A description of the needs of Hungerford school, which is an agricultural and industrial high school for Negro boys and girls.

**JONES, LAWRENCE C.** Piney Woods school. *Southern workman*, 60: 20-24, January 1931.

The principal and founder gives a brief description of the Piney Woods school in Mississippi.

JONES, THOMAS J. Charlotte Thorn. Southern workman, 62: 197-98, May 1933.

A tribute to Charlotte Thorn, who was co-founder and builder of Calhoun colored school in Lowndes County, Ala.

KUYPER, GEORGE A. Greenbriar—The 5000th Rosenwald school. Southern workman, 60: 17-19, January 1931.

Discusses the contribution of Rosenwald schools to rural education; erection of buildings; the result of cooperation of both races with the State board of education; better teachers; lengthening of school term; more and better buildings.

— The Voorhees school. Southern workman, 61: 146-54, April 1932.

A historical sketch and outline of the educational program of Voorhees normal and industrial school in South Carolina.

MCCROBY, HENRY L. A brief history of Johnson C. Smith university. Quarterly review of higher education among Negroes, 1: 29-46, April 1933.

A detailed account of the development of Johnson C. Smith university as an institution of higher education for Negroes.

Negro education at Tuskegee institute. Journal of educational sociology, 7: 151-205, November 1933.

In the several articles of this issue are presented the principles and practices of Tuskegee institute, whose educational program is outlined relative to social needs of the Negro race.

SHORES, LOUIS S. Fisk university's new library. Library journal, 56: 107-10, February 1931.

Describes the new library and gives diagram of floor, together with pictures of the building.

WILSON, BUTLER D. What I saw at Calhoun. Southern workman, 61: 71-75, January 1932.

An account of the influence of Calhoun school on the development of the surrounding community.

#### MASTER'S THESES

In addition to the preceding General References 60 master's theses have been listed in this field.

### ELEMENTARY EDUCATION

#### ADMINISTRATION AND SUPERVISION

CLARK, FELTON G. The general administration and control of the Negro elementary school. Journal of Negro education, 1: 137-62, July 1932.

The purpose of this study is to present and evaluate the theories and practices involved in the general administration and control of elementary schools for Negroes. Negro elementary schools are administered by the State; they use the usual State education machinery, namely,



**CLARK, FELTON G.—Continued.**

boards of education, commissioners of education, superintendents, Jeanes teachers, agents of certain types of philanthropic boards, and "key" Negroes.

**HARRIS, HELEN C. Physical equipment: A critical survey of the Negro elementary school. Journal of Negro education, 1: 163-95, July 1932.**

This study concerns itself with the problem explicit in these questions: (1) To what extent is the physical equipment now provided for elementary schools for Negroes adequate? (2) What are the general educational implications inherent in the inadequacies? (3) How may the needed improvements be secured? Measures of the adequacy of the school buildings are their monetary value, their type, and their quality. Other physical factors are considered in terms of the number of children for which provisions must be made.

**PHILLIPS, MYRTLE R. The financial support of the Negro elementary school. Journal of Negro education, 1: 108-37, July 1932.**

This study centered around three main points: (1) the significance of the problem of financing public education, in general; (2) the significance of financing public elementary schools for Negroes, in particular; and (3) remedies for the difficulties revealed. Temporary Federal subsidy, administered by a Federal agency is the chief remedy proposed to take care of the inequitable distribution of funds.

**WASHINGTON, ALETHEA H. The supervision of instruction in the Negro elementary school. Journal of Negro education, 1: 224-55, July 1932.**

To determine the nature and adequacy of the supervision given public elementary schools for Negroes, answers were sought to the following questions: (1) Are public Negro elementary schools supervised? (2) Who supervises them? (3) What is the nature of the supervision given? Is it adequate to the needs of the situation? (4) What is the present status of the supervision of instruction in the public Negro elementary school?

**RURAL PROBLEMS****CALIVER, AMBOSE. Availability of educational facilities to Negroes in rural communities. Washington, U. S. Government printing office, 1935. 86 p. (U. S. Department of the Interior, Office of education. Bulletin, 1935, no. 12)**

The objective was (1) to indicate to what extent education facilities exist for Negroes in rural communities; (2) to show how accessible the facilities are; (3) to reveal the amount and quality of the education offered; and (4) to consider the probable effect of the relationship between various factors investigated and the accessibility, amount, and quality of education provided Negroes in rural communities. The data were collected from 57,530 Negro children, in 28 counties of 6 States.

**— Rural elementary education among Negroes under Jeanes supervising teachers. Washington, U. S. Government printing office. 57 p. (U. S. Department of the Interior, Office of education. Bulletin, 1933, no. 5)**

A survey of 611 Negro elementary schools covering, (1) accessibility of schools, (2) pupil mortality, (3) acceleration and retardation, (4) the staff, (5) administrative and supervisory practices, (6) housing and equipment, and (7) extended services and community relations.

CALIVER, AMBROSE. Some phases of education among Negroes in rural communities. Washington, D. C., National education association, 1931. pp. 36-45. (Bulletin of the Department of rural education, February 1931)

Some of the phases of rural education discussed in this article are: Migration of Negroes and educational facilities; availability of schooling; students; teachers; and financial support.

COOKE, DENNIS H. Negro rural-school problems. Southern workman, 60: 156-160. April 1931.

In a study of rural schools in 25 counties in North Carolina, an attempt was made to show how the problems involved in making available certain types of educational opportunity differ among the counties having different percentages of Negro population.

FAYBOT, LEO M. Schools for Negro children. Past practices and present hopes. Nation's schools, 10: 59-63, October 1932.

A psychological approach is used in concluding that the most difficult task is with the rural school, and admitting boldly that many injustices are handed out to the Negro child.

GAUMINTZ, WALTER H. Teaching load. In Economies through the elimination of very small schools. Washington, U. S. Government printing office, 1934. pp. 13-14. (U. S. Department of the Interior, Office of education. Bulletin, 1934, no. 3)

Contains a discussion of the teaching load of Negro elementary schools.

HOWE, ARTHUR. New rural program needed. Southern workman, 61: 483-84, December 1932.

An editorial on the need of equal educational opportunities for rural children, and instruction of adults in problems of the farm.

HUBERT, Z. T. Log Cabin community. Southern workman, 62: 249-52, August 1934.

Statement of a year's operation of a "country life" center, established for and by Negroes in the heart of Georgia.

KRISHNAYYA, STEPHEN G. The rural community and the school: the message of Negro and other rural schools for India. Doctor's thesis, 1932. Columbia. (Calcutta, Association press 1932.) 161 p.

Although the work does not deal exclusively with Negro education, the author's recommendations are based on a thorough study of the educational practices and theories at Penn school, Berry school, and Negro extension work in the Southern States.

LATHROP, EDITH A. A study of rural school library practices and services. Chicago, Ill., The American library association, 1935. p. 50-51, 63-64, 70, 72, and 93.

Describes library facilities available to Negroes in certain rural areas in the South.

MCIVER, MARIE. Negro education and the one-teacher school. Southern workman, 64: 187-39, May 1935.

A discussion of an experiment in the use of leisure as conducted in a one-teacher school.



SEATON, W. H. *Schools in travail*. New York, The Carnegie Corporation, 1932. 56 p.

A short study of the 1-teacher Negro schools of the Southern States, with some application to African conditions.

WRIGHT, ARTHUR D. *Negro rural school fund incorporated*. Anna T. Jeanes Foundation, 1907-1933. Washington, Negro rural school fund incorporated, 1933. 177 p.

A record of the establishment of this fund—sketch of its donor, minutes and proceedings of Board of trustees from 1908-1932, and policies developed under direction of Board of trustees.

### TEACHERS

GAUMNITZ, WALTER H. *Negro teachers and principals*. In *Status of teachers and principals employed in the rural schools of the United States*. pp. 32-41, 47-49. Washington, U. S. Government printing office, 1932. (U. S. Department of the Interior, Office of education. Bulletin, 1932, no. 3)

A statistical presentation of salaries of Negro teachers and principals in rural schools.

MILLER, CARROLL L. and GREGG, HOWARD D. *The teaching staff of the Negro elementary school*. *Journal of Negro education*, 1: 196-223, July 1932.

This study sought to determine (1) the adequacy of the Negro elementary teaching staff as measured by local white standards and national standards, and (2) the steps that can and should be taken to improve efficiency. The analysis revealed inadequacies among Negro elementary school teachers in number, training, experience, and salary. To remedy these inadequacies detailed suggestions are given.

MCCUISTION, FRED. *The South's Negro teaching force*. *Journal of Negro education*, 1: 16-24, April 1932.

A study of the South's Negro teaching force, of whom 24,408, or more than 50 percent, are rural teachers.

SAUNDERS, MARY L. *Problems of rural teachers*. *Southern workman*, 62: 403-12, October 1933.

A discussion of problems faced by inexperienced rural teachers and means of solving them.

### KINDERGARTEN

BECK, ALBERT S. *The Negro child of pre-school age*. *Southern workman*, 61: 221-26, May 1932.

The author studied a group of Negro nursery school children of the Rosenwald Garden apartments in Chicago, comparing them with a control group composed of children left in boarding homes during the day while their mothers are at work. The study reveals that nursery school children have many advantages over non-nursery school children; that it would be "a mark of progress if more schools and colleges which are educating Negro children considered seriously the child at an early age. It might be a helpful addition in elementary schools or an experimental project for the Negro college."

**BROOKS, J. CLARICE.** The student personnel of the Negro elementary school. *Journal of Negro education*, 1: 256-76, July 1932.

A comparative study of the Negro and white school population. There also is an attempt to show to what extent Negroes are attending segregated schools. Analysis and appraisal of pupil achievement from various States led to the following conclusions: (1) There is a smaller enrollment and poorer attendance for Negro children, due to unavailability of schooling as indicated by the number of days school was open for Negroes and whites, the number of teachers provided, and the provision for transportation; and (2) compulsory school attendance and laws of enforcement were revealed to be defective, and hence a directly contributing cause to the great amount of retardation among Negro children.

### CURRICULUM AND TEACHING

**DANIEL, WALTER G.** The curriculum of the Negro elementary school. *Journal of Negro education*, 1: 277-303, July 1932.

A description and evaluation of the curricular provisions for the elementary education of the Negro where segregated schools are maintained. Found that the curriculum for both Negroes and whites is inadequate; that differentiation of the aim and content of elementary education for the races is unfounded; that special adaptation of the curriculum to Negroes is unjustified; and that there is a demand for the reconstruction of the curriculum based upon the needs of the child and society.

**HARRIS, VIOLA B.** How the social studies in the grades might build a foundation for aiding in the elimination of hostility between racial and national groups within the United States. *Virginia State college gazette*, 36: 32-34, December 1931.

An outline of attitudes, concepts, and generalizations about races and nationalities to be developed through social studies in the elementary grades, together with suggestive activities and materials for use in such work.

**HERRINGTON, DORA M.** Buckroe School, a laboratory. *Southern workman*, 64: 312-14, October 1935.

An account of an experiment in teacher training conducted at the Buckroe school for the purpose of training rural elementary teachers.

— Modern teaching and the judging of units of work. *Southern workman*, 64: 47-49, February 1935.

A copy of an experimental score card for judging observable factors in units of work.

**NEWBOLD, N. C.** New frontiers in education. *Southern workman*, 61: 361-66, September 1932.

Discusses the long fought battle of the people for modern educational opportunities including the 8-month school term and other advantages.

**Federal aid for Negro schools.** *New York Times*, August 13, 1933, II, 4:6, 1933.

Federal aid for Negro schooling in the South urged by Columbia professor after survey. Professor Mabel Carney says this is the only adequate solution of Negro education in the South.



PRICE, J. ST. CLAIR. A critical survey of the Negro elementary school—general summary and conclusions. *Journal of Negro education*, 1: 325-35, July 1932 (Yearbook no.)

Within the limits of the data presented in the Survey, an attempt is made to describe the typical Negro elementary school; to appraise this school by standards of the white schools in the same community or by national standards; to indicate the shortcomings and state the value of the present study; and to point out what seems to be the method for reaching a solution both to the immediate, and to the ultimate problems of the separate Negro school.

REAVIS, WILLIAM C. A critical evaluation of the yearbook on the Negro elementary school. *Journal of Negro education*, 2: 175-78, April 1933.

Dr. Reavis thus summarizes a very thoughtful evaluation of the Yearbook issue on elementary education: "As an educational survey this study of the segregated Negro elementary school compares favorably with the best surveys of city and state systems. Educators generally should give the survey a careful reading, and school officials responsible for educational programs in sections of the country where segregation obtains, should utilize the findings to identify and deal with disparities in educational opportunities shown by the investigation to exist."

Public education of Negroes. *Journal of Negro education*, 2: 107-20; 523-24; January, October 1933.

Two issues of the *Journal* contain brief reports by members of State departments of education concerning the effect of the depression on Negro rural schools. The reports include about 17 States.

#### MASTER'S THESES

In addition to the preceding references on Elementary Education, 12 master's theses have been listed in this field.

### SECONDARY EDUCATION

CALIVER, AMBROSE. The largest Negro high school. *School life*, 17: 73-74, December 1931.

A description of the structure and program of the Industrial high school in Birmingham, Ala.

— Secondary education for Negroes. Washington, U. S. Government printing office, 1933. 121 p. (U. S. Department of the Interior, Office of education. Bulletin, 1932, no. 17; National survey of secondary education, Monograph no. 7)

As a phase of the National survey of secondary education this volume gives a brief sketch of the Negro's educational background, and furnishes facts concerning the availability of secondary educational facilities for Negroes in States maintaining separate schools; and the present status of the Negro high schools with respect to organization, curriculum, extra-curriculum offerings, pupils, staff, administration, supervision, and housing and equipment.

**HAWKINS, MASON A.** Frederick Douglass high school—a seventeen-year period survey. Doctor's thesis 1933. Philadelphia, University of Pennsylvania, 1933. 203 p.

A historical survey of a Baltimore, Md., high school from 1910 to 1927. The data, based chiefly upon school records and reports, are presented in 43 tables and 16 graphs. They trace, with abundant factual detail, the school's development as regards physical plant, aspects of the pupil population, features relating to management and the instructional staff, curriculum objectives and content, pupil progress, occupational choices, and post-graduate careers; also gives historical summary of its curriculum and practices.

**JACKSON, REID E.** The development and present status of secondary education for Negroes in Kentucky. *Journal of Negro education*, 4: 185-91, April 1935.

A brief historical sketch of the development of Negro secondary education in Kentucky, together with an analysis of its present status as reflected in official State school reports.

**LONG, HOLLIS M.** Public secondary education for Negroes in North Carolina. New York, Teachers college, Columbia university, 1932. 115 p. (Contributions to education, No. 529)

The purpose of this study is to investigate the numerical growth of Negro high schools, their availability to greatest number of potential students, the appropriateness of the offerings, the status of teachers, and the conditions under which they work. The author concludes that because of the lack of a guidance program in North Carolina Negro schools, it is to be feared that the majority of students are persevering with little chance that their hopes are to be realized.

**PHELPS-STOKES FUND.** Trends in secondary education for Negroes. *School review*, 41: 6-8, January 1933.

Here is quoted an extended excerpt from the 20-year report of the Phelps-Stokes fund, tracing what the editor of *School review* refers to as "an astonishing and gratifying numerical growth" in Negro secondary schools.

**REDCAY, EDWARD E.** County training schools and public secondary education of the Negro in the South. Washington, D. C., John F. Slater Fund, 1935. 168 p.

Historical presentation of Slater fund activity, and an analysis of the Negro secondary school situation.

Public secondary schools for Negroes in the Southern states of the United States. Washington, D. C., Trustees of the John F. Slater Fund, 1935. 72 p. (Occasional papers no. 29)

Gives a list of institutions offering secondary school work for Negroes in those States where racially segregated school systems are maintained. Schools are grouped by States and counties, showing for each institution: (1) the county where located; (2) that county's Negro population 15 to 19 years of age; (3) name of the school; (4) its post office address; (5) secondary school enrollment by grades, totals appearing for individual schools and for the entire county; and (6) number of full and part-time teachers. The data are interpreted in E. E. Redcay's *County training schools and public secondary education for Negroes in the South*, published by the John F. Slater fund in 1935.

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**TRENHOLM, H. COUNCIL.** The accreditation of Negro high schools. *Journal of Negro education*, 1: 34-43, April 1932.

Incident to the Southern association of colleges and secondary schools' initial rating of Negro high schools, the author recounts details of the "five year effort of the National Association of Teachers in Colored Schools and other agencies to lead the Association to inaugurate this practice." Now that the policy has been adopted, he urges administrators of Negro secondary schools (1) to strive to meet State and regional accreditation standards; (2) to continue to improve their schools, even after being accredited; (3) to insist upon a "single standard" for rating white and Negro schools; and (4) to appreciate the potential strength of Negro professional organizations in making appeals in behalf of Negro schools.

#### MASTER'S THESES

In addition to the preceding references on Secondary Education, 27 master's theses have been listed in this field.

### HIGHER EDUCATION

#### GENERAL REFERENCES

**AEBY, WILLIAM A.** College education for Negroes: Integration of liberal and vocational aims at Hampton institute. *Southern workman*, 63: 227-37, August 1934.

An address prepared for the National conference on fundamental problems in the education of Negroes. Discusses the principle of integration at Hampton, and calls attention to nine factors which, if pointed out to the American public would stimulate integration of liberal and vocational aims.

— Negro education and the university. *Southern workman*, 60: 137-39, March 1931.

A description and commendation of the lecture course on "Negro education and race relations" offered by Mabel Carney, associate professor of education at Teachers college, Columbia university.

The American Negro in college, 1933, 1934. *Crisis*, 41: 239-40, August 1934.

Presents statistics upon Negro students and graduates of 1933 and 1934 in Negro colleges and in a few mixed institutions of learning. Some detailed information and statistics are given. Names of individuals and honors are included in the lists.

**BETHUNE, MARY M.** The educational values of the college bred. *Southern workman*, 63: 200-4, July 1934.

An address delivered at the Commencement exercises of Hampton institute, May 29, 1934, presenting an inspirational and idealistic view of the position and value of the college graduate in the community.

**BRAWLEY, BENJAMIN G.** Hamlet and the Negro. *Southern workman*, 61: 443-48, November 1932.

Compares the Negro college man with Shakespeare's college-bred "Hamlet" in that both have problems to solve, but who, for the most part, have not the kind of education which makes it possible for them to handle a definite life situation. The author does not blame the college altogether for this failure as he says, "In the last analysis, a man's education depends on himself"—his aptitudes, his aims and ambitions, his sense of values.

BROWN, JUANITA. A unique southern college. Southern workman, 60: 291-97, July 1931.

Describes the establishment, curriculum, and students of Scarritt college, Nashville, Tenn., which is designed to train lay workers, men and women, for various types of religious service at home and abroad. Contacts are developed with the leading Negro educational institutions of the city, as well as with many Negro organizations. The college aspires "to a world where christian race relations exist, where international peace prevails, and where people work together in an effort to bring fullness of life to every man."

LARK, FELTON G. Administrative control of public Negro colleges. Journal of Negro education, 3: 245-56, April 1934.

The author has studied the plans by which the higher education programs for Negroes are controlled. He presents 10 plans for the control of publicly supported higher education for Negroes which have been prepared and submitted to experts in this field for their recommendation.

— The control of state-supported teacher-training programs for Negroes. Doctor's thesis, 1934. New York, Teachers college, Columbia university, 1934. 107 p. (Contributions to education, no. 605)

Evaluates the nine existing plans of control, together with the practices associated with each type of plan. Uses the method of the judgment of experts in reaching certain conclusions. Suggests objective standards in locating such institutions, increasing financial support from State, revising programs to meet needs of Negro population, and in coordinating work of all similar institutions in the State.

A Conference on colleges for Negro youth. Journal of Negro education, 3: 313-14, April 1934.

A statement of the questions discussed, and the statistics on Negro colleges presented at the Conference of colleges for Negro youth held in Washington, D. C., on January 4-5, 1934, under the auspices of the Jeanes-Slater fund.

CROOKS, K. B. M. Entrance examinations for Negro colleges. Southern workman, 61: 299-302, July 1932.

In order to secure selective quality among the entrants to Negro colleges, the author presents a plan by which representatives of Negro colleges, acting as a Faculty committee, should set up standard annual examinations for high-school graduates, testing reading and comprehension, ability to solve problems, and command of factual knowledge. Selection by the tests would begin after the colleges had judged the work of the first students tested.

DAVIS, JACKSON. The outlook for the professional and higher education of Negroes. Journal of Negro education, 2: 403-10, July 1933.

After a rapid survey of the field of higher education among Negroes in which he comments on the income of Negro colleges, the value of the college plants, medical education, and the change in content and methods of higher education, the author makes five points: (1) The increasing role of State colleges; (2) the improvement of private institutions; (3) the substitution of team work for sectarian rivalry; (4) the usefulness of Atlanta university, Meharry, and other colleges; and (5) the excellent spirit of the Negro institutions.



DU BOIS, WILLIAM E. B. The Negro college. *Crisis*, 40: 175, August 1933.

A part of an address on "The field and function of a Negro college" delivered at the annual alumni reunion at Fisk university. Insists (1) that there can be no college for Negroes which is not a Negro college; (2) that the American Negro is doomed to an inferior caste unless he works out "how and where he is to earn a living and establish a reasonable life in the United States or elsewhere"; (3) that well-chosen teachers and students are necessary to carry out the plan; and (4) that the college is successful if it sends out a Negro who knows himself, and knows how to overcome race prejudice.

GREENE, HARRY W. A comparison of student ratings, administrative ratings, ratings by colleagues, and relative salaries as criteria of teaching excellence. Institute, West Virginia State College, 1934. (Contribution no. 5 of the Department of Education, Series 21, no. 2-3, August-November)

Questionnaires concerning their two best teachers were filled out by 162 students of junior and senior rank, the purpose being primarily (1) to discover the person estimated as their "best teacher"; (2) the correspondence existing between the list thus formulated and lists compiled by certain other "criteria" of good teaching, with secondary objectives; (3) the influence that may be brought to bear on students' appraisal of teachers; and (4) to isolate certain outstanding personal traits or qualities inherent in "best teachers." From the data it appears that student judgment is as valid a criterion of teaching excellence as are the judgments of colleagues, administrative judgments, or salary rankings.

HAZEN, HENRY H. Twenty-three years of teaching in a Negro medical school. *Social forces*, 12: 570-75, May 1934.

Discusses the Negro in America as a background for consideration of the Negro physician, Negro medical student, Negro medical schools, and the Negro interne. After discussing several prevalent ideas about the Negro physician and interne, concludes with a description of methods used by the author in teaching a course.

HOLMES, DWIGHT O. W. The beginnings of the Negro college. *Journal of Negro education*, 3: 167-92, April 1934.

Describes briefly the circumstances surrounding the establishment of Negro colleges and the general procedures followed by agencies responsible for them, and interprets underlying social forces and events. Some of the principal facts and arguments are as follows: (1) The Negro started his education in 1865 at the academic zero point; (2) the Northern Missionaries relieved physical suffering and supplied spiritual needs as well; (3) religious denominations in the North sent agents to establish Freedmen's schools; (4) the Freedmen's Bureau was established guardian of 4,000,000 freedmen; and (5) the same criticism which was made of curriculums of early Negro colleges is made today of curriculums of American colleges in general.

— The evolution of the Negro college. New York city, Bureau of publications, Teachers college, Columbia university, 1934. 221 p. (Contributions to education no. 609)

A historical investigation which traces the development of colleges for Negroes through four chronological periods—1860-1885, 1886-1916, 1917-1928, 1928 to present time—and reveals the various agencies—Federal, State, philanthropic, and religious—which have been responsible for their evolution. The author suggests that a continuing survey of the institutions of

HOLMES, DWIGHT O. W.—Continued.

higher learning for Negroes, covering several decades, might form the basis for correcting the deficiencies now existing and for determining the future organization and administration of this group of institutions.

— The Negro colleges face the depression. *Journal of Negro education*, 2: 16-25, January 1933.

Discusses the results of a questionnaire to Negro colleges under the following subdivisions: (1) Effect upon enrollment; (2) special efforts to keep students in school; (3) effect upon teaching personnel; and (4) measures employed to balance the budget. Concludes from the replies to the questionnaire that as a group the State-supported colleges have suffered less than others. Challenges the Nation as a whole to meet the problem of the Negro college in the economic crisis.

JOHNSON, JAMES WELDON. Relations of the Negro college to the American race question. *Southern workman*, 62: 291-98, July 1933.

The author thinks that along with the general education of Negroes must go a special education because of their "excluded position" in American life. But, "at no time should this special education overshadow in the minds of our youth the fact that they are human beings before they are Negroes; that the solution of the greatest of all problems lies within themselves—the problem which transcends all differences of race or color or condition, the problem of their own intellectual and moral development. The answer to that problem lies within the individual, and no external power can prevent him from working it out successfully." Concludes that true success comes through industry, intelligence, and uprightness.

LANE, DAVID A., jr. The junior college movement among Negroes. *Journal of Negro education*, 2: 272-83, July 1933.

Attempts (1) to trace the rise of junior colleges among institutions exclusively for Negroes; and (2) to ascertain their present status. After studying reports of surveys, recent catalogs and communications from officials of several schools, summarizes as follows: (1) The typical Negro junior college is of 4-2 type; (2) it is usually not quite sure of its aims; (3) it is generally accredited by its State department of education and is tending to be accredited as a class "B" institution by its regional accrediting association; and (4) two-thirds of its instructors hold the bachelor's degree as their highest degree, and one-third the master's degree.

MCCUISTION, FRED. The present status of higher education of Negroes. *Journal of Negro education*, 2: 379-96, July 1933.

Attempts to show the distribution and location of Negro colleges; to compare the total Negro population, and the number of residents in each state for each student in college; to show the size of each college and the trend of the college from 1921 to 1932; to trace the growth in value of plant and equipment from 1915 to 1932; to show the income of Negro college from 1913 to 1931; to summarize interesting facts from reports of institutions rated by the Southern association of colleges and secondary schools; and to present a picture of the future of the colleges and universities for Negroes.

MCKINNEY, THEOPHILUS E., ed. Higher education among Negroes. Charlotte, N. C., Johnson C. Smith University, 1932. 124 p.

A symposium by educators on the following subjects: Woodson, Carter G., Twenty-five years of higher education among Negroes; Miller, Kelly, Present status of higher education among Negroes; Florence, Charles W., Critical evaluation of present policies and practices of Negro institutions of higher learning; Bethune, Mary McL., The future college for the higher education



**McKINNEY, THEOPHILUS E., *ed.***—Continued.

of Negroes; Jackson, Walter C., The same; Newbold, Nathan C., The same; Seabrook, James W., The same; Wright, Arthur D., The Same; and Williams, W. T., Higher education for Negroes in 1950.

**MILLER, KELLY.** The past, present, and future of the Negro college. *Journal of Negro education*, 2: 411-22, July 1933. (Yearbook no. 1)

Represents the observations, reflections, and conclusions upon the aim, purpose, and effectiveness of the Negro college of one who has spent more than 40 years in the field of Negro education.

**MOTON, ROBERT R.** Negro higher and professional education in 1943. *Journal of Negro education*, 2: 397-402, July 1933.

The purpose of this article is, "to make clear the fact that the curricula of the Negro colleges have not included, in a majority of cases, those courses touching Negro life, and those courses dealing with the Negro's problem of adjustment to American life." Points out the unsympathetic attitude of Negro college graduates towards the Negro masses, and the unfavorable change in the attitude of the masses toward the college graduate. After reviewing catalogs of 20 representative Negro colleges, and finding that an average of two courses dealing specifically with the Negro are taught in each, the author suggests courses on the Negro which the college of 1943 should offer. He emphasizes the need for a redirection of emphasis in present college education, rather than additions to the present college curriculum.

Negro Catholic college: Xavier college, New Orleans. *Commonweal*, 17: 116, November 30, 1932.

An article reporting and commenting on the founding and dedication of Xavier college, the first Catholic institution of higher learning for Negroes in America.

**OAK, VISHNU V.** Higher education of the Negro. *Education*, 53: 176-81, November 1932.

Presents a historical view of higher education for the Negro, together with comments and criticism on present trends in Negro college management.

**POLLARD, JOHN A.** Consolidating the colleges. *School and society*, 34: 404-8, September 19, 1931.

Thinks that too many small colleges in America are merely existing, and consequently, are offering a poor grade of collegiate work. Suggests that in the light of financial and scholastic advancement, these colleges consolidate.

**RAFFALOVICH, GEORGE.** Piety rules a Negro college. *Outlook and independent*, 160: 45-46, January 13, 1932.

A discussion and criticism of some undesirable situations in Southern schools for Negroes run by Northern white religious groups. The author thinks that Negro management is superior and more desirable to the community and the students.

**SLOWE, LUCY D.** Higher education of Negro women. *Journal of Negro education*, 2: 352-58, July 1933.

Sketches briefly the education of Negro women, then discusses the higher education of Negro women in the light of the modern world. Data from questionnaires sent to 44 Negro colleges show that comparatively few women

## SLOWE, LUCY D.—Continued.

are pursuing courses in political science and economics—subjects basic to understanding modern life; and more than 50 percent of the colleges answering the questionnaire give students no part in their own government; the presence of only a few women in governing bodies. Indicates the attitude of college administrators towards them as responsible individuals. Pleads for Negro colleges to give women opportunities for self-expression through self-government, and opportunities for becoming acquainted with world problems.

## SMITH, LUCIUS. The status of marking in Negro colleges. Bluefield, W. Va., Bluefield state teachers college, 1935. 40 p.

Shows the conflict in attitudes toward marking "In the majority of American schools." This study attempts to discover some of the guiding principles most common in marking students. The study is based on data secured from questionnaires returned by 62 institutions.

## STEWART, OLLIE. Too much of nothing! Southern workman, 61: 333-37, August 1932.

An indictment of education in the Negro colleges. The charges are that "less than 10 percent of Negro college graduates are equipped to cope with life and vital problems; their perspective is warped; their vision cloudy; their philosophy erroneous; and until they unburden themselves of most of their schooling they find themselves unable to compete with many who have never been inside of a school." The author pleads for a "renaissance" in educational aims based on a practical philosophy and an understanding of the Negro's peculiar situation in American life.

## THOMPSON, CHARLES H. Are there too many Negro colleges? Journal of Negro education, 3: 159-66, April 1934.

Editorial comment emphasizing the fact that we are not ready to answer the question: "Are there too many Negro colleges?" Maintains that a definition and valid conception of the function of a college education, and of who should go to college must be agreed upon before the question is answered. Pleads for *real* study of Negro colleges by the Conference on colleges for Negro youth.

## — The problem of Negro higher education. Journal of Negro education, 2: 257-71, July 1933.

Points out that the problem of Negro higher education is no different in kind from that of the Negro elementary school and secondary school, and that the college suffers from the policy maintained in elementary and secondary schools. Proceeds to prove the above facts by sketching the status of the Negro elementary and secondary school. An analysis of Negro higher education reveals three sources of problems: (1) the socio-economic status of the Negro college students; (2) the maintenance of a supply of adequately trained teachers; (3) the reorganization of the program of the Negro college in content or emphasis or both.

## — Why a class "B" Negro college? Journal of Negro education, 2: 427-31, October 1933.

Editorial comment on Class "B" rating of Negro colleges in the South by the Southern Association of colleges and secondary schools, showing it to be useless and confusing when used in the light of the Association's published definition. The editor suggests that such classification be discontinued.



## TEACHERS AND TEACHER-TRAINING

**CALIVER, AMBROSE.** Education of Negro teachers in the United States. Washington, U. S. Government printing office, 1933. 123 p. (U. S. Department of the Interior, Office of Education. Bulletin, 1933, no. 10, vol. IV)

As a phase of the National survey of teacher education, this bulletin presents the results of a study conducted to discover data on the Negro school and college teacher. Such problems as the supply and demand of teachers, the academic and professional training, the tenure of office, and the home and family life of the teacher have been investigated. The programs and the equipment of institutions for the training of Negro teachers have been compared and criticized. A list of recommendations for the improvement of the profession is drawn up from the implications of the survey.

Some problems in the education and placement of Negro teachers. *Journal of Negro education*, 4: 99-112, January 1935.

A discussion of problems concerning the preparation and placement of Negro teachers, touching such issues as supply and demand of elementary school teachers, academic and professional studies in accredited institutions, in-service training, community relations, and salary problems.

**CHANDLER, ELIZABETH W. and HERRINGTON, DORA M.** Training teachers at Hampton institute for elementary-school service. *Southern workman*, 64: 249-52, August 1935.

The article describes an experiment in the integration of professionalized subject-matter and student teaching. The description is given in the following divisions: (1) Class discussion and direct observation; (2) observation and the written preview; and (3) teaching the units of work.

**COLSON, EDNA M.** The Negro teachers' college and normal school. *Journal of Negro education*, 2: 284-98, July 1933.

After studying catalogs, and the results of a questionnaire, the author finds 18 teachers colleges, normal schools, and schools of education organized according to the highest standards, and 8 of these 18 accredited by the American association of teachers colleges. Some of the conclusions of the study are as follows: That catalogs should be more carefully prepared and edited; that fewer types of teachers should be trained; that data and standards for selective admissions should be given more attention; and that a factual study for supply and demand of teachers should be made.

**FAVROT, LEO M.** Provisions for preparation and training of Negro teachers. *Bulletin (Official organ of the National association of teachers in colored schools)*, 11: 15-17, January 1931.

A brief presentation of provisions for preparation and training of Negro teachers in 17 Southern States. The agencies, needs, and comparisons of facilities for teacher-training are discussed.

**MCCUISTION, FRED.** The South's Negro teaching force. Nashville, Tenn., The Julius Rosenwald fund, 1931. 29 p.

The author's purpose was "to present a brief summary of available data regarding the Negro teaching force of the South, and to discuss problems connected with the training and distribution of these teachers in Southern States." Number, type, and financial data concerning teacher-training institutions are given. The teaching force is discussed with respect to training, number, salaries, and status, with the typical Negro rural teacher

## McCUSTION, FRED—Continued.

described as a woman 27 years of age, who has completed high school and had 10 weeks of summer school. Additional data are presented on demand and supply, etc., and several problems for further study are suggested.

## STUDENTS

CALIVER, AMBROSE. A background study of Negro college students. Washington, U. S. Government printing office, 1933. 132 p. (U. S. Department of the Interior, Office of education. Bulletin 1933, no. 8.)

A study of the social, cultural, economic, academic, and intellectual backgrounds of Negro college students and their influence upon development. The study is based on data gathered by questionnaires and on the psychological scores of 1,880 freshman college students in 33 colleges for Negro youth.

— Negro college students and the need of personnel work. *Journal of Negro education*, 2: 359-78, July 1933.

Intended to help the reader in the re-evaluation of the student in the educational process as conducted in Negro colleges; and to suggest methods of making scientific studies of Negro students. Data are secured through study of student personnel procedures; a personnel study of Negro college students; and a background study of Negro college students. Concludes that Negro college students would be helped if new techniques and procedures of student personnel research and service were adopted.

— Personnel study of Negro college students. *Journal of educational research* 27: 131-34, October 1933.

A study of the social, economic, and intellectual background, scholastic achievement and interest, and extracurricular activities of 450 students who entered Fisk university during the years 1926-28. Concludes that the influence of certain background factors seems to be definitely reflected in the trend of college enrollment at Fisk university and in the equipment that students bring to college. Certain background factors seem to have a definite influence on the subsequent achievement of college students. Recommends that further study be made of Negro colleges along similar lines.

CANADY, HERMAN G. Individual differences among freshmen at West Virginia State college. *Journal of Negro education*, 4: 246-58, April 1935.

A report of a testing program carried out at West Virginia State college for the purpose of securing a basis for student guidance. Intelligence tests, socio-economic status tests, English and arithmetic tests, and a vocational questionnaire made up the program. By the implications in the results, the college is attempting to provide education "suitable to the abilities, interests, and needs of every student who is permitted to enroll."

DAVIS, THOMAS EDWARD. A study of Fisk freshmen from 1928 to 1930. *Journal of Negro education*, 2: 477-83, October 1933.

Purpose was "to discover such environmental factors as educational preparation, social background, and geographical influences, which characterize the typical Fisk student. Material consists of data on 273 students for the years 1928-1930. The data include a statistical treatment of such items as I. Q., freshman college grades, high-school grades, and general data concerning the 130 schools, and the students who attended Fisk.

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DUNLAP, M. E. Recreational reading of Negro college students. *Journal of Negro education*, 2: 448-59, October 1933.

An inquiry by questionnaire into the reading habits of the students at six Negro colleges and the Negro students at two white institutions in Michigan, revealed the fact that students do very little recreational reading. Suggests that it is the function of the college library to encourage and direct recreational reading in a larger way.

ELDER, ALPHONSO. Analysis of some major problems connected with freshmen. *North Carolina teachers' record*, 2: 24-27, March 1931.

The author attempted to promote a better understanding of a few of the major problems connected with freshmen at the North Carolina college for Negroes. He considered 154 freshmen—83 women and 71 men, boarders and day students. He assumed that students whose standard achievement scores were not up to their I. Q. score had not worked to the limit of their capacities.

JOHNSTON, J. HUGO. Graduates of northern high schools as students at a southern Negro college. *Journal of Negro education*, 2: 484-86, October 1933.

An examination of freshman grade point averages at Virginia State college for a comparison of students entering from Northern and Southern high schools. The study revealed that those from Northern high schools led the class in scholastic average for the 3-year period studied, and that the Northern high school produces the superior product because of more efficient equipment.

LANE, DAVIA A., jr. Student and collegiate contracts: Some legal relationships of a private college to its students. *Journal of higher education*, 4: 77-84, February 1933.

Discusses the legal rights and duties resulting from the contractual nature of the relationship between the student and the privately controlled college. Cites the procedure followed in several law cases of the past few years.

POSEY, THOMAS E. Socio-economic background of freshmen at West Virginia state college. *Journal of Negro education*, 2: 466-76, October 1933.

A socio-economic study by questionnaire of 110 freshmen, in 1932-33, at West Virginia State college, reveals in general that the acquiring of a college education is a difficult financial matter for most students; and points out the fact that financial assistance, guidance, and collegiate orientation are problems of vital importance in the Negro college.

SHORES, LOUIS S. Comparison of the reading interests of Negro and white college students. *Journal of Negro education*, 2: 460-65, October 1933.

A survey of the reading interests in the field of non-fiction of the students of Fisk and Chicago universities, showed that there is more agreement of interests between students of the same sex than between students of the same race but of different sex.

SUMNER, FRANCIS C. Mental-health statistics of Negro college freshmen. *School and society*, 33: 874-76, April 25, 1931.

Reports the results of administering S. Daniel House's mental hygiene inventory to 203 freshmen at Howard university. The writer found (1) the mental health of Negro freshmen is approximately normal; (2) the Negro is slightly more psychoneurotic in childhood and slightly more

**SUMNER, FRANCIS C.—Continued.**

mentally healthy in maturity; (3) the male Negro college freshman is slightly less normal than the female in childhood and more noticeably super-normal in maturity; (4) the more intelligent the freshman the less normal in mental health he was in childhood, and the more intelligent the freshman the more mentally healthy he is in maturity.

**THOMPSON, CHARLES H.** Socio-economic status of Negro college students. *Journal of Negro education*, 2: 26-37, January 1933.

From data obtained from a study of the social-economic status of the students in attendance at Howard university, the author concludes: (1) that unless definite steps are taken in the direction of student aid, at least 75 percent of the students in a Negro college such as Howard university cannot reasonably be expected to take advantage of the opportunities now being offered; (2) that aid in the form of scholarship funds seems most desirable; and (3) that the demand for Negro college graduates makes the solution of the social-economic problems of the Negro college students necessary.

**WILKERSON, D. A.** Social relations of students at Virginia State college. *Southern workman*, 63: 357-366, December 1934.

This is a discussion of the following phases of social relations of students at Virginia State college: (a) Point of view; (b) purposes of students' social activities; (c) general principles for guiding the social activities of students; (d) the program of organized social activities; and (e) the control exercised by the college.

**SPECIAL TYPES****DAVIS, EDWARD P.** Negro liberal-arts college. *Journal of Negro education*, 2: 299-311, July 1933.

Discusses the general growth, development, accreditation, faculties, students, finances, and library facilities of the Negro liberal-arts college. Obtained information for the discussion from a questionnaire sent to such colleges.

**DAVIS, JOHN W.** The Negro Land-grant college. *Journal of Negro education*, 2: 312-28, July 1933.

A historical presentation of the development of the Negro land-grant college. Discusses the expenditures on the part of land-grant institutions, the major curricular emphases, the substantial progress that has been made by land-grant colleges in spite of retarding forces, and the need for contributions from the land-grant colleges in helping to give Negroes a firmer economic footing.

**GREENLEAF, WALTER J.** Land-grant colleges and universities. Washington, U. S. Government printing office, 1932. (U. S. Department of the Interior, Office of education. Bulletin, 1932, no. 21).

A statistical report of the faculties, student body, graduates, expenditures and receipts, and buildings and equipment of the 69 land-grant institutions in America, including Negro land-grant institutions, with comparison and observations on the extent and efficiency of the program for the year ending June 1931.

**GRADUATE WORK****FRAZIER, E. FRANKLIN.** Graduate education in Negro colleges and universities. *Journal of Negro education*, 2: 329-41, July 1933.

The author considers the objections to graduate work in Negro colleges before proceeding to an appraisal of graduate work in Hampton Institute,



**FRAZIER, E. FRANKLIN**—Continued.

Howard university, Atlanta university, and Fisk university. A survey of graduate work in Negro colleges and universities leads to the conclusion that although the four schools have well-thought-out plans for their present work, they, with the exception of Howard university, should concentrate their work in two or three fields at most.

**GREENE, HARRY W.** Negro holders of the Ph. D. degree. School and society, 35: 542-44, April 16, 1932.

Presents facts relating to Negroes with the Ph. D., or equivalent degrees. Reports 60 names of colored men and women with the degree of Doctor of philosophy or its equivalent, 8 of whom are women. Forty-seven are, or have been engaged in educational work. Of the 60 persons concerning whom information was obtainable, 13 received their degrees from the University of Chicago, 9 from the University of Pennsylvania, 5 from Yale, and 4 each from Harvard and Columbia. A total of 26 colleges and universities are represented in the list of institutions awarding the doctorate to Negroes. Other interesting findings are given.

Number of Negro doctorates. School and society, 38: 375, September 16, 1933.

A tabulation of Negro doctorates according to field of specialization and the university granting the degree, together with some facts concerning the number granted per year and the present place of occupation of the holder of the degree.

**CURRICULUM**

**DERRIGNY, IRVING A.** The adaptation of instructional materials in chemistry to the needs of the students in Negro colleges. Quarterly review of higher education among Negroes, 2: 175-78, July 1934.

From the author's personal experience as a teacher for 12 years, he has found that the Negro college student's need of chemistry is limited to use in the field of medicine, and to the teaching of chemistry and a small number of related subjects. He suggests some methods of presentation which are shown to be valuable in the light of these needs.

**DOYLE, BERTRAM W.** Introductory course in sociology in Negro colleges and universities. Educational sociology, 7: 30-36, September 1933.

This study presents the nature of the introductory sociology course as taught in 26 representative Negro colleges. The questionnaire results show that the course compares favorably with similar courses in white colleges, differing only in greater emphasis on material by and about the Negro.

**HAYNES, C. H.** Adapting instructional materials to the needs of students in Negro colleges—political science. Quarterly review of higher education among Negroes, 2: 186-89, July 1934.

The Negro student, as representing the Negro race, has a definite part to play in the political scheme of the modern world, and it should be the purpose of the political science instruction of the Negro college to train the student to play this part with efficiency and zest.

**HUNTER, JOHN M.** Adapting instructional materials in physics to the needs of students in Negro colleges. Quarterly review of higher education among Negroes, 2: 168-74, July 1934.

An outline of some procedures for the first course in physics in Negro colleges as determined by the author's experience at Virginia State college. Some limits are suggested for the scope of the course in the light of the Negro student's need.

JACKSON, W. C. College instruction in race relations. Religious education, 26: 123, February 1931.

Pictures the status of race relations at present. States that the removal of prejudice is a problem of education. Gives a list of schools offering courses in interracial relationships.

MOTON, JENNIE D. Tuskegee program for the training of women. Journal of educational sociology, 7: 184-89, November 1933.

The program for educating and socializing the women who come to Tuskegee Institute is unique in that it attempts to prepare them to take ideas of beauty, thrift, service, and moral stamina, back to the rural sections and the poor homes from which they come. Tuskegee attempts to do this by using every means available for the awakening of appreciation and the cultivation of good taste.

RIVERS, W. NAPOLEON. Study of the modern foreign languages in thirty-two Negro colleges. Journal of Negro education, 2: 487-93, October 1933.

A survey revealing pertinent facts concerning the faculty, students, curricula, and equipment of the modern language divisions of 32 Negro colleges. Results of the questionnaire show great need for scholastic improvement of the faculty, increase of opportunity for study abroad for students and teachers, and an improvement of phonetic and linguistic equipment.

SHANNON, IRWIN V. Negro education and the development of a group tradition. Doctor's thesis. Vanderbilt university. 1934. Nashville, Tenn., Vanderbilt university, 1934. 33 p.

Attempts to show that definite progress has been made in increasing knowledge of the racial tradition among college youth through the teaching of Negro life and history in the institutions of higher learning. This conclusion results from an objective information test on Negro life and history administered to approximately 2,500 students in 46 institutions.

SMITH, ALICE W. Adapting a college course to racial and community needs. Journal of home economics, 25: 875-76, December 1933.

A description of a course in home economics given at Straight college in New Orleans, La., where the very high death rate among the people, especially among the Negroes, is attributed to the prevalence of nutritional diseases.

#### MASTER'S THESES

In addition to the preceding references on Higher Education, 32 master's theses have been listed in this field.

### VOCATIONAL EDUCATION AND GUIDANCE

#### EMPLOYMENT STATUS

CARTER, ELMER A. E. Sims Campbell—caricaturist. Opportunity, 10: 82-85, March 1932.

The biography shows that if Negroes are proficient in their vocations and can satisfy the demands of the public, they can overcome barriers of prejudice and so create a demand for their services, as did E. Sims Campbell, who at the age of 26, has become well known as an American caricaturist.



Charles Sumner Duke. Opportunity, 10: 116-17, April 1932.

An inspirational story of a Negro engineer, who has made a contribution to the engineering profession.

ERICKSON, ETHEL. Employment conditions in beauty shops. A study of four cities. Washington, U. S. Government printing office, 1935. 46 p. (U. S. Department of Labor. Women's bureau. Bulletin no. 133)

A survey of employment conditions in 390 white and 75 Negro beauty shops in Philadelphia, New Orleans, St. Louis, and Columbus. The data, involving 1,655 employees, relate to the types and sizes of shops, sex of employees, the types of workers employed (all-round operatives, manicurists, specialists, etc.), hours of work, wages and tips, and other conditions. Data for white and Negro shops are presented separately.

FLORY, ISHMAEL P. Walter Gordon. Opportunity, 10: 283-84, September 1932.

Describes a Negro youth who instead of being held back by prejudice, won for himself positions of honor and the highest respect of the people of his home, Berkeley, Calif.

GREEN, WILLIAM. Negro wage earners and trade unions. Opportunity, 12: 299, October 1934.

The President of the American Federation of Labor gives some advice to Negro wage earners. He discusses the Negro's attitude toward the trade unions and the treatment received from the unions. Thinks his membership in trade unions represents a desire to keep step with the economic and social progress of America. Other suggestions made for the advancement of the Negro worker.

GREENE, LORENZO J., and CALLIS, MYRA C. The unemployment of Negroes in the District of Columbia. Washington, D. C., Association for the study of Negro life and history. 1932. 89 p. (Monograph)

Shows the extent of unemployment among Negroes in the District of Columbia; the color line in Washington, D. C., industries; changes in employment of Negro workers; efficiency of Negro labor; opening of new avenues of employment; Negro government employees. Recommendations emphasize training, organized vocational guidance, and teaching wholesome attitudes towards their jobs.

HERBST, ALMA. The Negro in the slaughtering and meat packing business. New York, Houghton Mifflin Co., 1932. 182 p.

Examines the status of Negro workmen in this business; the work they perform; conditions of employment; their efficiency, and reliability. The inquiry centers about the history of the industry, its desirability as a vocation, its limited possibilities of promotion because of nationality or race, its minute divisions of labor, and seasonality. Gives information from 24 establishments pertaining to working conditions, salaries, and skill, and compares these data with same information on white employees.

JENKINS, PHILIP. The Negro grocer in the New York area. Opportunity, 12: 304-7, October 1934.

Urges the selection of "food industries" as the major activity in American life through which the Negro may gain economic advancement. During 1923-1928 the number of Negro businesses declined. The weaknesses lay in

**JENKINS, PHILIP—Continued.**

lack of good business technique. During 1929-1933 new and better business techniques supplanted old ones. Economic advancement depends upon recognition in this important field. Thinks the grocery business should be emphasized. Refers to the New York university school for Negro grocers, designed to develop a new type of grocer, able to compete with modern grocers.

**JOHNSON, B. ELEANOR.** Household employment in Chicago. Washington, U. S. Government printing office, 1933. 62 p. (U. S. Department of Labor. Women's bureau, Bulletin no. 106)

This study seeks to determine the nature of the demand and supply of household workers in Chicago. Data were collected by means of two schedules filled out by 250 employers and 250 employees, together comprising information for 576 full-time female employees. The employing group reported considerable detailed information relative to their needs, and the efficiency of their employees. The household workers reported on the types of work they perform, education and training, wages, stability of employment, and other points, and preferences as to domicile status and personality traits desired in employers. Both groups supply information relating to employer-employee difficulties.

**JOHNSON, CHARLES S.** The economic status of the Negro. Nashville, Tenn. Fisk University Press, 1933. 53 p.

The material presented at the Conference on the economic status of the Negro, held in Washington, D. C., May 11-13, 1933, under the sponsorship of the Julius Rosenwald fund, is here summarized and analyzed in a "Report prepared for the Committee on findings." Attention is given to the general economic status of the Negro, population trends, the position of the Negro in 12 basic industries and agriculture, and the outlook for the future. The factual data are summarized in a series of terse, classified statements.

**JORDAN, A. M.** Occupations of the Negro high-school graduate in North Carolina. High school Journal, 18: 24-27, January 1935.

An occupational study of 1,095 Negro graduates of high schools in North Carolina to determine to what extent high-school training has been utilized in the graduate's occupation. Concludes that only a few, excepting nurses and teachers, enter the occupation which utilizes the high-school training received.

**NATIONAL URBAN LEAGUE.** How unemployment affects the Negro. New York, The League, 1931. 31 p. (National urban league. Color line series, Pamphlet, March 1931)

A third summation of the unemployment situation among Negroes by the National Urban League. Deals with changes that have taken place since previous reports made in March and November, 1930.

**OXLEY, LAWRENCE W.** Occupations, Negroes and labor organizations. Occupations, 14: 520-25, March 1936.

A plea for readjustment of the Negro in the occupational world in view of the collapse of agriculture and industry. The program for adequate readjustment depends for its success on its freedom from political influence, qualified leadership, and the development of a national and local program in the light of community needs. Thinks the United States Labor department needs more adequate information on Negro problems in order to formulate a program of occupational readjustment.



REID, IRA DE A. Negro membership in American labor unions. New York, The National Urban League, 1930. 175 p.

Following an analysis of Census data showing the status of Negroes in various occupational fields, together with trends from 1910 to 1920, there is presented a review of the historical relations of Negroes to organized labor; then, for specific unions in various industrial fields, policies concerning Negro membership are interpreted. Constitutional provisions, correspondence, and case studies involving individual locals are cited as evidence of policies. The entire treatment is expository, rather than critical.

— and HILL, T. ARNOLD. The forgotten tenth. (Color line series, Pamphlet no. 1) New York, National Urban League, 1933. 63 p.

An analysis of unemployment among Negroes in the United States and its social costs, 1932-33. Includes a hitherto lightly touched field—that of relief policies and practices as they affect Negroes. Materials were gathered from 125 cities. The analysis of the relief situation among Negroes shows the number of Negroes receiving relief two to four times that of whites. A number of southern communities discriminate between white and Negro workers, either in length of employment or amount of wages paid.

— — — 5,000,000 jobs. (Color line series, Pamphlet no. 2) New York, National Urban League, 1933. 31 p.

Calls attention to the great disparity between capacity of Negroes and opportunities offered for employment, the significant changes in population and in occupations, unemployment and the necessity of adequate guidance program for the Negro worker. Future development of the economic life of the Negro depends upon educational institutions, and those institutions should understand that the study of occupations and the application of vocational guidance are necessary for actual preparation of their students.

STEWART, D. Dr. Carver and the South's new deal. Southern workman, 63: 259-64, September 1934.

An account of the life and achievements of George W. Carver, Negro agriculturist and scientist.

WATSON, AMEY E. Household employment in Philadelphia. Washington, U. S. Government printing office, 1932. 88 p. (Women's bureau, Bulletin no. 93)

This survey, by a group of Quaker women employers of household workers in Philadelphia, presents and analyzes critically factual information concerning domestic workers. The data comprise questionnaire responses of 954 employers regarding 2,833 employees (1,133 of whom are Negroes) responses of 74 employees (four-fifths of whom are Negroes), and intensive case studies of 47 families of domestic workers. Questions concerning the workers, hours of work, occupations, wages, training and experience, occupational hazards, employers' labor policies, and relations with non-commercial employment agencies are discussed.

WHITE, WALTER. The Negro on the American stage. English journal (high school and college) 24: 179-88, March 1935.

States that the theatre season of 1933-34 was an important period in the development of Negro actors; says they are getting a more varied number of roles, and an opportunity to show some of their native culture in these roles. The New York audience, shows a willingness to cast aside race prejudice and accept the actor on his merit, and the theatre is gradually opening its doors to Negro talent.

WOODSON, CARTER G. The Negro professional man, and the community. Washington, D. C., Association for the study of Negro life and history, inc., 1934. 362 p.

This volume is a study of Negroes in the professions and their relation to their environment. While most of the professions are included, emphasis is placed on the medical and legal professions in "all the large cities with considerable Negro population and practically all of the South." The survey staff secured information concerning about 25,000 Negroes in professional spheres. Questionnaires and interviews were reported from 1,051 physicians, 656 dentists, 625 nurses, 388 pharmacists, and 503 lawyers.

Reveals the Negro professional man's background, status, community relationships, and development of his career.

### GUIDANCE

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES. Commission on secondary schools. A Commission report. Guidance in secondary schools. Occupations, 14: 543-47, March 1936.

Sets forth the scope of vocational and educational guidance in secondary schools. Calls attention to the fact that guidance in secondary schools has in the past neglected the "drop-out." Only 30 percent of students graduate, therefore it is necessary that the guidance program meet the needs of the majority by affording them a basic education to protect them from exploitation; and that the program should aid in securing work and in making necessary adjustments.

BIXLER, HAROLD H. Guidance through the curriculum. Occupations, 14: 530-31, March 1936.

Shows that the curricula in the schools have a definite guidance function, and that a minimum guidance program can be administered without additional cost; activity programs are vehicles for guidance; occupational information may be given as early as the first grade through games; counselling programs are more effective if pupils have had a wide range of experience; and an integrated program is conducive to more effective guidance.

BULLOCK, RALPH W. Fundamental needs of Negro boys and young men. New York, The Association press, 1933. 34 p.

A guide for the use of workers with boys. Points out four fundamental needs of Negro boys and young men: Health education, vocational guidance, more profitable use of leisure time, a philosophy of life, and offers suggestive plans for programs of activities to secure these needs.

COFER, LLOYD M. The problem of placement. Occupations, 537-39, March 1936.

Discusses placement as a definite part of vocational guidance, and points out that the two definite functions of placement are: Securing the job and fitting the right person to the job. Mentions the work of the placement bureau at Fisk university. Thinks that the service of a real counselor is needed in a placement bureau, and that follow-up work is necessary, because vocational guidance is never completed.

COOPER, CHARLES A. Factors in vocational choice. Occupations, 14: 556-59, March 1936.

Presents major factors involved in the vocational choices of Negro college students, and their relationship to occupational trends and opportunities in North Carolina, as secured from questionnaires on attitude, and



COOPER, CHARLES A.—Continued.

vocational preferences with respect to major occupational fields to show what is typical of such vocational choice. Occupational data of United States Census report from 1900 to 1930 studied to show trends of occupations. Conclusions were that economic and financial conditions; status of occupations, proximity of institutions, college courses, and race prejudice usually influenced students in vocational choices.

DONNELL, WILLIAM C. Vocational guidance; a plan for the small college. Quarterly review of higher education among Negroes, 1: 4-11, October 1933.

Discusses the vocational guidance problem with special reference to a plan for the small liberal-arts college. Includes a selected bibliography.

FRASER, LIONEL B. Educational and vocational guidance of Negro youth. Opportunity, 8: 241-43, August 1930.

Argues that equal opportunities in education do not call for identical education. The Negro needs a differentiated program of studies in order to make his greatest contributions to society. Maintains that guidance must have foresight; that past weakness in industrial schools can be seen by the antiquated trades program, and the reluctance to adopt anything new. Since many pupils drop out of school before they reach the ninth grade, and drop-outs must engage in unskilled labor, the author recommends that the pupils be given a broader program of semi-skilled work, and a fundamental education to protect them from exploitation.

HAYES, MARY H. Guidance for minority groups. Occupations, 14: 555-56, March 1936.

Pertinent questions on the vocational guidance of Negroes are discussed to show the dilemma faced by Negro students and counselors. The real question of vocational guidance is whether to counsel students to prepare for work in accordance with their interests and abilities, or for that work in which there is reasonable expectancy of obtaining employment. "As a matter of educational philosophy, there is only one solution, we must cease to think of education as a purely financial asset and accustom young people to the conception of education as only secondarily intended as an aid to earning a living."

HILL, T. ARNOLD. Educating and guiding Negro youth for occupational efficiency. Journal of Negro education, 4: 23-31, January 1935.

Outlines difficulties Negro students face in their search for employment and points the direction rather than the form their training should take to cope with such difficulties. Thinks that direction of vocational education and guidance must be changed to solve the student's problems created by the social-economic changes about us; new jobs must be created to take the place of old ones now shifted to white workers; and colleges must develop facilities for instruction in vocations other than those now available.

— A national personnel problem. Occupations, 14: 552-55, March 1936.

Shows the need of a personnel bureau. "The possession of no one institution, but the buttressing of personnel service of all schools—liberal arts colleges as well as vocational schools, teacher training, and land-grant colleges." The agency would extend its services to employees on the basis of actually proven proficiency. Case work method would be the technique used to find capable Negroes new or unusual jobs.

HILL, T. ARNOLD. Planning careers in high school. Opportunity, 10: 186, June 1931.

Thinks that there is no such thing as a Negro aptitude or Negro intelligence level, and that Negro students should be trained for vocations they usually do not engage in in order to give opportunity for their talents and aspirations.

According to the United States Census, Negroes are engaged in all but one of the principal occupations in Chicago, and they are working in this one elsewhere as occasions arise for use of their individual talents.

JOHNSON, ALFRED J. A layman's queries about guidance. Occupations, 14: 592-93, March 1936.

An assistant leader of the CCC challenges vocational guidance to produce some tangible evidence of its worth; "to make an open-minded criticism of itself and discover what it has really accomplished in business and industry in actually finding the proper kinds of work for those who are actually unemployed." One-fifth of the men and women of the country are out of work. Questions why vocational guidance is not contributing something to help them in a national way? Thinks something should be done quickly, on a large scale, which will show definite results within a reasonable period.

JOHNSON, CHARLES S. The college graduate: how and where he is employed. Journal of Negro Education 4: 5-22 January 1935.

Discusses the changed conception of the objective of education. Shows where most of the Negro college graduates are employed and how. Presents statistical data on the distribution of Negro college graduates, by occupation, by colleges, by sex and by geographical divisions. These data reveal a wide range of occupations in which the graduates are engaged. In spite of the unemployment residue, there exists at the moment an actual shortage of capable graduates.

KELLER, FRANKLIN J. Guidance opportunities for Negroes. Occupations, 14: 577-86, March 1936.

Asks what opportunities for vocational guidance are available to Negroes and to what extent should they be modified or enlarged? Discusses the five educational programs endorsed by the President of the United States to aid in answering this question: (1) the National survey of vocational education and guidance; (2) a university research project; (3) a public affairs forum project; (4) a demonstration of the Des Moines plan of adult civic education; and (5) an educational radio project.

LANIER, R. O'HARA. The vocational interview. Occupations, 14: 535-37, March 1936.

Points out the twofold aim of the interview as related to guidance in education, and discusses some of the characteristics of a good interview and a good interviewer. Maintains that the whole purpose of the interview is to see the person as a whole with a view to helping him live more happily and usefully. It should never be closed until it has resulted in fact-finding, instruction, and motivation.

NORRIS, ERNEST M. Determining implications for vocational education from certain characteristics and trends of the Negro population in Kentucky. (Abstract of) Doctor's thesis, 1934. Ithaca, N. Y. Cornell university, 1934. 9 p.

Shows that vocational education becomes a means of conserving human resources; that unemployment takes a heavier toll from the unskilled classes; and that vocational education prevents vocational shifting.



REID, IRA DE A. Vocational guidance for Negroes. *Occupations*, 12: 25-29, January 1934. Also in *School management*, 3: 6, February 1934.

Stresses the need of factual information concerning occupational distribution and opportunities in given communities as bases for counseling Negro students. It is concerned primarily with the situation found in the mixed schools of the North, and emphasizes the lack of knowledge and understanding of Negro life exhibited by many counselors. Several examples are given to support the theses held by the author.

THOMPSON, CHARLES H. The vocational guidance of Negroes. *Journal of Negro education*, 4: 1-4, January 1935.

An editorial calling attention to the fact that Negro schools are singularly remiss in attention given to guidance. Many who are filling positions as vocational counselors do not understand either the pupil or the world which he is entering. Adequate knowledge of supply and demand and consideration of the individual's capacities emphasize the great need for guidance. Thinks a sound, long-range guidance philosophy is more important than elaborate guiding machinery.

WASHINGTON, FORRESTER B. Social work and vocational guidance. *Occupations*, 14: 347-52, March 1936.

Justifies the recognition of vocational guidance as a division of the field of social work rather than the field of education, and shows that the social worker is better qualified by training and background experiences for counseling than is the teacher. Social workers have not voluntarily given over the control of vocational guidance to educational authorities. Because of the present thought of those in control of education in America, it is difficult to adjust education to suit individual needs.

### OCCUPATIONAL NEEDS AND TRAINING

CALLIS, E. A. The need and training of Negro physicians. *Journal of Negro education*, 4: 32-41, January 1935.

Emphasizes the fact that medical students are still handicapped by lack of facilities for clinical training and internship. Number of Negro physicians is fewer than 4,000 with no substantial gains since 1916. Medical standards have been raised; training has been improved. The Negro physician's work continues to be "as much in the field of broad humanitarianism as in the progress and development of his own profession." Negro physicians are concentrated in certain areas. Thinks the problems of public health and social and economic conditions which the Negro physician faces are greater than those of the white physician and that he is handicapped in his professional opportunities for development and service.

CLEMENT, RUFUS E. Liberal arts college curriculum and the vocational needs of students. *Quarterly review of higher education among Negroes*, 2: 80-82, April 1934.

Discusses particularly the place of the liberal arts college in offering such training as will enable Negroes to fit into the economic life of America.

CURTIS, FLORENCE R. Librarianship as a field for Negroes. *Journal of Negro education*, 4: 94-98, January 1935.

Presents library work as a field for Negroes, and the status and future outlook of Negro libraries. Negro colleges need more books, and better-prepared staffs in order to initiate guidance of student reading. Hopes the future libraries in Negro institutions will be better financed and equipped.

**CURTIS, FLORENCE R.**—Continued.

and will continue to absorb the majority of graduates of library schools. States that increased library facilities contribute to better teaching, stimulate reading, and improve the rating and prestige of institutions.

**DOWNING, LEWIS K.** The Negro in the professions of engineering and architecture. *Journal of Negro education*, 4: 60-70, January 1935.

Calls attention to the opportunities for Negroes in the fields of architecture and engineering. Lists many outstanding achievements of Negroes in both fields, as engineers and architects in public works departments of city, State and Federal Governments. Both fields present "boundless new opportunities." There is enough potential work now in our educational, business, and church institutions to absorb all the technical graduates for years to come.

**DuBois, W. E. B.** Education and work. *Journal of Negro education*, 1: 60-74, April 1932.

After citing the successes and failures of the Negro college and industrial schools, the author states that the new educational program should emphasize the relation of vocational guidance and education.

**EDWARDS, P. K.** Need and education of Negro business men. *Journal of Negro education*, 4: 71-75, January 1935.

Discusses opportunities for Negroes in business, especially in the light of their importance as consumers. Their success in a limited number of businesses is evidence that the Negro can succeed therein, and Negro communities are manifesting a growing interest in the success of Negro business. Imperative need for creative enterprise within the Negro group and for a strong middle class of successful Negro business men is shown, and suggests aggressive Negro students should be encouraged to consider business as a career.

**FISHER, MILES M.** Negroes as Christian ministers. *Journal of Negro education*, 4: 54-59, January 1935.

Discusses Negro ministers as race leaders; the training and placement programs; and opportunities in the ministry. Concludes that "The harvest is plentiful and the laborers few" and that the seminaries can and should supply the need for more laborers in this field.

**FITZGERALD, ROBERT E.** The growth of vocational agriculture in Nash county training school. *Southern workman*, 63: 342-45, November 1934.

Traces the development of the department of Vocational agriculture at Nash County training school since its organization 8 years ago. Its growth has been steady—from an enrollment of 28 in 1925-26 with 36 projects and an income of \$1,546.50, to an enrollment of 44 pupils, 44 projects, and an income of \$3,242.18 in 1931-32; enrollment in evening classes for adults for the 8-year period was 800 with 150 projects and an income of \$5,824.75.

**HOUSTON, CHARLES H.** The need for Negro lawyers. *Journal of Negro education*, 4: 94-98, January 1935.

Thinks that Negro lawyers can do more than any other professional group in removing barriers which keep the trained Negro out of his rightful place in society. Low income and working conditions prevent Negro lawyers from locating in the South. Latest census reports give 14 Negro lawyers to 1,071,125 Negro inhabitants in Georgia. Potential lawyers need guidance in southern problems; the legal system in the South is bound up in politics, making it necessary for the Negroes to be prepared to take an active interest in politics.



LUCAS, WILMER T. Educating the Negro for business—an investment or loss. *Opportunity*, 10: 105-7, April 1932.

Deplores the lack of foresight on the part of so-called Negro business leaders in depriving the trained Negro of opportunities to assume his rightful place in the business progress of the race. In the last decade 2,500 Negro businesses, some of an outstanding nature, met failure. This represents an investment of \$14,000,000. Failure is due, in part, to the absence of trained Negro personnel in pivotal positions. The continuance of what he has already gained is contingent upon the utilization of trained Negro business men.

MARTIN, MAXMILLAN I. Accountancy as a field for the Negro. *Journal of accountancy*, 55: 112-16, February 1932.

Discusses accountancy as a field for Negroes, and their achievements in this field. Finds that Negroes are engaged in all branches of accountancy. Opportunities for Negro accountants are open in the following fields: Fraternal orders (insurance), insurance companies, institutions, schools, churches, real estate concerns, banks and finance companies, manufacturing and merchandising concerns. The Negro has problems to meet of gaining experience with firms, and qualifying under restrictive laws of certain States. Thinks accountancy offers a real opportunity for service in Negro-owned enterprises.

MOLETTE, L. S. Agriculture in Negro rural schools. *Southern workman*, 61: 338-40, August 1932.

Emphasizes the need for vocational agricultural training among Negroes in rural sections, especially in elementary schools. Summarizes data from the Annual school reports for Georgia, 1929-30, the United States Census 1928 reports, and personal investigations. Gives some interesting findings concerning the 80,000 Negro pupils in Georgia.

OAK, VISHNU V. Commercial education of the Negro. *Journal of Negro education*, 1: 400-4, October 1932.

Report of a study made to determine the facilities available for commercial education of Negroes. Twelve Negro institutions offering courses leading to a degree in commerce were surveyed by questionnaire method to ascertain types of curricula offered, content of curricula, and qualifications of commercial teachers. Findings are presented.

RIDDLE, ESTELLE G. Training and placement of Negro nurses. *Journal of Negro education*, 4: 42-48, January 1935.

An argument for more intelligent cooperation between Negro hospitals and the general educational system for the prevention of Negro mortality. Finds that training for nurses is largely inadequate, especially in the South; that surroundings are unattractive; and that only in recent years has the nurse been given a chance for all-round recreational activity; salaries are inadequate. The future of a race is necessarily bound up in its health, therefore, it is essential that the vocational guidance which the pupil receives should offer an appreciative understanding of the entire field of nursing.

ROBERTS, THOMAS. Relation of "all-day" and evening classes in agriculture. *Southern workman*, 62: 35-40, January 1933.

Points out need for training those already engaged in agriculture, and shows a relationship between "all-day" and evening classes in vocational agriculture as shown by the results of a survey by the author cooperating with 16 State supervisors of agriculture. Results show a 70.4 percent increase in Negro "all-day" classes, which it is claimed may be attributed to

**ROBERTS, THOMAS—Continued.**

the evening class program. Parents attending evening classes appreciate importance of keeping children in "all-day" school. Evening school programs are assuming a larger place in the program of work for both groups.

**WASHINGTON, FORRESTER B.** Need and education of Negro social workers. *Journal of Negro education*, 4: 76-93, January 1935.

Presents social work as a unique vocational opportunity for Negroes; calls attention to the advantages of employing Negro social workers for Negroes, and to the need of a high standard of specialized training for Negro work. Comparative studies prove Negro workers more effective in dealing with Negro clients.

**MASTER'S THESES**

In addition to the preceding references on Vocational Education and Guidance, 41 master's theses have been listed in this field.

## EDUCATIONAL ACHIEVEMENT AND MEASUREMENT

### EDUCATIONAL ACHIEVEMENT

**CLINTON, R. J.** A comparison of white and Negro children. *Journal of educational psychology*, 22: 186-90, March 1931.

A comparison of the abilities of white and Negro children in mirror-drawing, motor speed as shown by marking, and letter forming speed as shown by writing, as well as some comparisons of the neural abilities of the two races. The children investigated ranged in age from 6 to 17 years.

**CROWLEY, MARY R.** Comparison of the academic achievements of Cincinnati Negroes in segregated and mixed schools. Doctor's thesis, 1931. Cincinnati, Ohio, University of Cincinnati, 1931. 191 p.

This thesis reports an investigation carried on in Cincinnati during the school year 1929-30, to determine the relative influence of the segregated school in comparison with that of the mixed school. Measurement was in terms of pupil achievement. The author concluded that the segregated schools in Cincinnati are as effective as the mixed schools in their academic training of Negro children.

Same subject is treated in the *Journal of Negro education*, 1: 25-33, April 1932.

**FOREMAN, CLARK.** Environmental factors in Negro elementary education. New York, W. W. Norton and company, 1932. 96 p. Thesis (Ph. D.). Columbia university, 1932.

An attempt to show the effects of several environmental factors on the educational achievement of Negro children in elementary schools in the South. Achievement tests were administered in 16 southern counties, to more than 10,000 pupils, and 569 schools were visited. The author concludes: (1) that there is considerable evidence that the educational achievement of Negro pupils is greatly influenced by their environment; and (2) that as the environment of the Negro pupils approaches that of the white children from whom the norms of achievement were derived, the achievement of the Negro pupils approaches the norm.



**HEWITT, ALDEN.** A comparative study of white and colored pupils in a Southern school system. *Elementary school journal*, 31: 111-19, 1930.

In this study, made in a southern school system in the school year 1929-30, 90 colored and 85 white seventh-grade pupils were tested. The author concludes that because of sentiment, fear, ignorance, or other related causes, the grading of colored schools is very lax.

**LONG, HOWARD H.** Test results of third-grade Negro children selected on the basis of socio-economic status. *Journal of Negro education*, 4: 192-212, April 1935.

The investigator selected 100 children from the schools located in underprivileged communities, and 100 from more privileged communities whose parents were known to enjoy superior socio-economic status. Detailed social histories were made of both groups and the results tabulated. He used four intelligence and four achievement tests. Findings are given.

— and **MAYER, WILLA C.** Printing versus cursive writing in beginning reading instruction. *Journal of Educational Research*, December 1931.

An experiment extending over one semester based upon more than 900 Washington colored children of the 1A grade divided about equally between control and experimental groups, the object of which was to determine whether children learn more rapidly when taught beginning reading by means of manuscript than by cursive writing. The experimental and control groups were equated on both I. Q.'s and mental ages. The investigation concludes definitely in favor of manuscript writing.

**PATRICK, J. R. and SIMS, V. M.** Personality differences between Negro and white college students, North and South. *Journal of abnormal and social psychology*, 29: 181-201, October 1934.

A report of a testing experiment in personality and intelligence conducted for white students at Ohio university and the University of Alabama, and for Negroes at Wilberforce university and Tuskegee institute. A critical analysis and statistical tabulation of the results of the Otis self-administering mental ability test and the Bernreuter personality inventory, revealed that while white students show a definite superiority in intelligence scores, there is no basis for a claim to their superiority in personality traits.

**MUZZEY, D. M.** Group progress of white and colored children in learning a rhythm pattern. *American physical education association research quarterly*, 4: 62-70, October 1933.

This is a report of a study made of the learning ability of the white and colored race in relation to rhythm. To "measure the learning of two groups of children (white and colored) as shown by graphically recorded response of the large-muscle groups of the leg, synchronized with a rhythm pattern set by an electrically driven tom-tom." The graphs showed superior rhythmic sense of the Negro, more rapid initial learning and higher variability.

**WILKERSON, DOXEY A.** Racial differences in scholastic achievement. *Journal of Negro education*, 3: 453-77, July 1934. (Yearbook no.)

This article presents a picture of the relative scholastic achievement of Negro and white children in the elementary schools and high schools of the same systems, and considers the chief factors which are believed to influence the relative scholastic achievement of Negro and white children.

- WITTY, PAUL A. and JENKINS, MARTIN D. The educational achievement of a group of gifted Negro children. *Journal of educational psychology*, 25: 585-95, November 1934.

Presents the result of the new stanford achievement test on a group of gifted Negro children in grades 3 to 8 of the Chicago public schools. Concluded that—"Gifted Negro children demonstrate greatest educational superiority in those highly 'verbal' subjects which appear not to depend greatly on school experience" . . . (and) "do not achieve educational attainment consonant with expectations based on mental tests. In this respect they conform closely to the pattern of other groups of the gifted. The Chicago schools should make some provision for the enrichment of the school experiences of these superior children."

### MENTAL, PHYSICAL, AND PERSONALITY MEASUREMENTS

- BECKHAM, ALBERT S. A study of the intelligence of colored adolescents of different socio-economic status in typical metropolitan areas. *Journal of social psychology*, 4: 70-91, February 1933.

After giving a survey of studies concerning the intelligence of Negro children, the author presents the procedure and results of this study of 1,100 adolescent Negro boys and girls between the ages of 12 and 16, who were selected from the metropolitan areas of New York, Washington, and Baltimore. It is concerned with the economic and social status of children of the various intellectual levels, rather than the racial difference in intellectual measurement. Data for 100 delinquent boys included in the study are presented. This delinquent group was found to rank below the other groups in tests and school achievement. The New York group led the other groups in mean intelligence. Other significant findings are given.

- CLARK, RAYMOND M. The effect of schooling upon intelligence quotients of Negro children. Doctor's thesis, 1933. Cleveland, Ohio, Western Reserve university, 1933. 218 p.

In this study it was found that migrant Negro children from Southern States who attended the Cleveland and Detroit schools over a period of from 2.27 to 3.89 years showed only a mean increase of five to six points in average I. Q.'s. This indicated that improved environment does not affect the rate of mental growth. In his review, Long emphasized that the average I. Q.'s of pupils in general decrease with age—more in the underprivileged than among those in good environment. He stressed the fact that the average I. Q.'s of Clark's subjects did not decrease, but actually increased, and says that the critical question is—What would have happened had the children remained in their Southern environment?

- COBB, W. MONTAGUE. The physical constitution of the American Negro. *Journal of Negro education*, 3: 340-88, July 1934. (Yearbook no.)

A presentation of the results of a recent investigation relating to the physical constitution of the American Negro. "The evidence now available shows clearly that racial characters are largely variations of form which have no distinct functional survival value in modern civilization."

- DANIEL, ROBERT P. Basic considerations for valid interpretations of experimental studies pertaining to racial differences. *Journal of educational psychology*, 23: 15-27, January 1932.

The author analyzes the basic considerations for valid interpretations of experimental studies pertaining to racial differences in mental ability, the conclusions reached being that "(1) Most studies so far reported are worthless



**DANIEL, ROBERT P.—Continued.**

as indicating anything regarding the comparative mental ability of races; (2) most of our present techniques give measures of differences due to weaknesses in educational opportunities rather than of differences in mental ability; (3) there is need of a re-evaluation of the problems and methods of studies pertaining to racial differences."

— Negro-white differences in non-intellectual traits and special aptitudes. *Journal of Negro education*, 3: 411-23, July 1934. (Yearbook no.)

A critical survey of investigations of racial differences in non-intellectual traits and in special aptitudes. The author concludes that "any interpretations concerning racial differences are unwarranted in view of the unsatisfactory state of our knowledge of the reliability and validity of the tests used and of the significance of the factors measured by these tests in regard to race differences."

— A psychological study of delinquent and non-delinquent Negro boys. New York. Teachers college, Columbia university, 1932. 59 p. (Contributions to education, no. 546) Thesis (Ph. D.). Teachers college, Columbia university, 1932.

An objective investigation which attempts to evaluate the concomitancy of various personality factors with delinquency among Negro boys. Three groups of Negro boys were used in this study. Delinquent boys in a reform school, behavior-problem boys in public school, and non-problem boys in public schools in the State of Virginia. The chronological ages of these 300 boys ranged from 9 to 16, and with the exception of 12 delinquent, 11 problem, and 15 non-problem boys from the fourth grade, all of the others were fifth-grade pupils.

**DEARBORN, WALTER F. and LONG, HOWARD H.** The physical and mental abilities of the American Negro. A critical summary. *Journal of Negro education*, 3: 530-47, July 1934. (Yearbook no.)

A critical summary emphasizing the main points of the articles on the physical and mental abilities of the American Negro which appear in this volume of the Yearbook. The fact of inequality of opportunity based upon race and class is brought out in the majority of the papers.

**FARR, T. J.** The intelligence and achievement of Negro children. *Education*, 51: 491-95, April 1931.

Reports on an investigation of the intellectual and educational status of the Negro children of Newton County, Miss. The 200 pupils enrolled in two of the largest village schools of the county were selected for the investigation. Detailed findings are given.

**FREEMAN, FRANK N.** The interpretation of test results with special reference to race comparisons. *Journal of Negro education*, 3: 519-22, July 1934. (Yearbook no.)

The author contends that the validity of such comparisons is dependent on the comparability of the sampling and the environmental conditions of the races; gives two suggestions for meeting requirements for an adequate comparison.

**GARTH, T. R.** Intelligence and achievement of Southern Negro children. *School and society*, 32: 431-35, September 27, 1930.

Reports the extent to which educational achievement influences the intelligence of the Southern Negro child; 900 boys and 1,106 girls were selected

## GARTH, T. R.—Continued.

from the public schools of Dallas, Tex., and urban public schools of Oklahoma, as subjects, ranging in age from 6 to 20 years, from the fourth to the ninth grades, inclusive. The Otis classification test was administered. The correlation between intelligence and factors of education combined was found to be high, 81; school grade and educational achievement were found to have equal weight in influencing the intelligence score.

— The problem of race psychology; A general statement. *Journal of Negro education*, 3: 319-27, July 1934. (Yearbook no.)

The author discusses generally the problems of race psychology, and states that the failure to assume and maintain an open mind is the most prevalent difficulty in studying racial differences.

HERSKOVITS, MELVILLE J. A critical discussion of the "Mulatto hypothesis." *Journal of Negro education*, 3: 389-402, July 1934. (Yearbook no.)

After discussing the investigations that have been made on human crossed groups, the author points out that there is a mulatto hypothesis which holds that mixed stocks are inferior to pure stock, and another that mixing of races effects a better stock. The author, however, is supported by geneticists in the view that the ancestry of individuals who go to make up a race of people is the only factor which determines the qualities of its members, and that the mere fact of crossing is not an important causative factor.

JOHNSON, CHARLES S. and BOND, HORACE M. The investigation of racial differences prior to 1910. *Journal of Negro education*, 3: 328-39, July 1934. (Yearbook no.)

A review of the studies of race differences prior to 1910. The authors conclude that these studies are hardly a beginning to a development of scientific anthropology of the American Negro.

JORDAN, A. M. Parental occupation and children's intelligence scores. *Journal of applied psychology*, 17: 103-19, 1933.

For the purpose of discovering the influence of parental occupation on the mental growth of children, more than 1,200 school children in grades I to VII were tested by the author with standardized tests of intelligence. The effect of poor environment was found to be "accumulative and causes smaller I. Q.'s in successive years."

KELLOGG, W. N. and EAGLESON, B. M. Growth of social perception in different racial groups. *Journal of educational psychology*, 22: 367-75, May 1931.

A report of the results of tests given to discover racial difference in ability to interpret facial expression. The authors compare the findings of their study, in measuring the growth of social perception of 832 Negro children varying in ages from 3 to 14, with a similar study made by Gates of 458 white children of the corresponding age range. The findings of both studies are given.

KLINEBERG, OTTO. Cultural factors in intelligence-test performance. *Journal of Negro education*, 3: 478-83, July 1934. (Yearbook no.)

Unsatisfactory social and economic status, and inadequate schooling are considered by the author to be the important environmental handicaps met by the Negro in intelligence test performance.



**KLINBERG, OTTO.** Negro intelligence and selective migration. New York, Columbia university press, 1935. 64 p.

The purpose of this study was "to determine whether or not there has been a selective migration of Negroes from South to North, and whether such a selection can account for the observed differences" in intelligence. Conclusion was "that the superiority of the northern over the southern Negroes and the tendency of northern Negroes to approximate the scores of the whites are due to factors in the environment, and not to selective migration."

**LONG, HOWARD H.** The intelligence of colored elementary pupils in Washington, D. C. Journal of Negro education, 3: 205-22, April 1934.

A study of the Negro elementary pupils in the public schools of Washington, D. C. It was found that the I. Q.'s of pupils born in Washington were higher than the I. Q.'s of children born outside of Washington. The author offers this as evidence that improved environment increases the I. Q.'s.

**MCALPIN, ALICE S.** Change in the intelligence quotients of Negro children. Journal of Negro education, 1: 44-48, April 1932.

The writer presents the results of a preliminary investigation of the constancy of the intelligence quotient with particular reference to Negro children. She concludes that the intelligence quotients change with a change in environment.

**MCGRAW, M. B.** A comparative study of a group of southern white and Negro infants. Worcester, Mass., Clark university, 1931. 105 p. (Genetic Psychology. Monograph, 10: No. 1, 1931)

A comparison of Negro and white children less than 1 year of age by means of the development quotient (D. Q.) from the "Baby tests" by Hetzer and Wolf, Vienna, Austria. The conclusion was that there was a slight but consistent superiority of white subjects over the Negro. Eight-and-a-third percent of the Negro mothers had the advantage of training above high school as compared with 35½ percent of white mothers.

**PETERSON, JOSEPH.** Basic considerations in methodology in race testing. Journal of Negro education, 3: 403-10, July 1934. (Yearbook no.)

The author discusses in detail the fallacy of comparing the results of tests of Negro and white children and drawing conclusions without considering the involving factors. In the critical summary of this article, by Dearbon and Long, the author is referred to as having done more work on Negro-white comparisons than any other American investigator.

**PINTNER, RUDOLF.** Intelligence differences between American Negroes and whites. Journal of Negro education, 3: 513-18, July 1934. (Yearbook no.)

The author draws the tentative conclusion that the intelligence of the Negro is somewhat below that of the whites since most of the evidence from tests used and age groups studied in the survey supports this argument.

**PRICE, J. ST. CLAIRE.** Negro-white differences in general intelligence. Journal of Negro education, 3: 424-52, July 1934. (Yearbook no.)

Two generalizations are reached after making a critical review of the literature on Negro-white differences in intelligence, as measured by current standard tests. The first is that there has been a violation of the funda-

° PRINCE, J. ST. CLAIRE—Continued.

mental conditions of measurement and experimentation in the tests of Negro-white differences. "The second is that the interpretation of the results is questionable, because it is based on the assumption that such differences as have been obtained are due to race in the biological sense." The author contends that the attempts to measure racial differences have been futile.

ROSENTHAL, SOLOMON P. Racial differences in the incidence of mental disease. *Journal of Negro education*, 3: 484-94, July 1934. (Yearbook no.)

The Negro-white mental disease rates are analyzed. Advises against concluding that there are racial differences in susceptibility to mental diseases inasmuch as available figures are weighted by faulty hospitalization methods and other important factors such as sex distribution, age distribution, urban-rural distribution, and socio-economic factors.

SANDERSON, HELEN E. Differences in musical ability in children of different national and racial origin. *Pedagogical seminary and journal of genetic psychology*, 42: 100-19, March 1933.

This study of the differences in musical ability in children was made, using 550 children as subjects. The Negro, Italian, German, and Polish children were selected from the eighth grade of Chicago public schools, the Jewish children were selected from an orphanage in Chicago. The Negro group showed a definite inferiority to all other racial groups except in performance on the test of rhythm discrimination.

SCRUGGS, SHERMAN D. The effect of improvement in reading upon the intelligence of Negro children: Improving reading ability in grades V and VI by extensive reading. Lawrence, University of Kansas, 1935. 29 p. (Bulletin of education, May 1935. Abstract of doctor's dissertation.)

Examines reading exercises to learn if an improvement is effected in the reading ability of Negro children, or, measured by certain individual and group intelligence tests, whether this improvement, if any, effected an improvement in behavior reactions; and whether the change in intelligence status was maintained with any degree of constancy. Tests were administered to 202 pupils of the fifth grade in 6 Negro elementary schools in Kansas City, 96 of whom were boys and 106 girls.

SMITH, C. E. A new approach to the problem of racial differences. *Journal of Negro education*, 3: 523-29, July 1934. (Yearbook no.)

A program of testing has been outlined, designed to examine further the question of possible race differences. By this method the author hopes to effect a more meaningful interpretation of the differences.

STEEP, ROSALINE. A comparison of white and Negro children in rhythm and consonance. *Journal of applied psychology*, 15: 53-71, February 1931.

An attempt to determine whether differences in the senses of rhythm and consonance between white and Negro children exist, and if so, the extent of these differences; whether the sense of rhythm bears any relation to intelligence; and whether the sense of consonance bears any relation to intelligence; also, whether the Seashore tests of rhythm and consonance are suited to children of the third and fourth grades. The results of this study are given.



**THOMPSON, CHARLES H.** The conclusions of scientists relative to racial differences. *Journal of Negro education*, 3: 494-512, July 1934. (Yearbook no.)

The writer administered a questionnaire to a group of psychologists, educationists, sociologists, and anthropologists to obtain information for determining the present status of the problem of racial differences. These differences are considered by the majority to be due to environment, since the known effects of environment approximate or exceed the obtained differences between American Negroes and American whites.

**WITTY, PAUL A., and JENKINS, MARTIN D.** The case of "B"—a gifted Negro girl. *Journal of social psychology*, 6: 117-24, February 1935.

The results of the Stanford-Binet test given to "B", a Chicago Negro elementary school girl, 9 years, 4 months of age are discussed. On this test "B" achieved a mental age of 18 years, 8 months, with a resultant I. Q. of 200. The authors stated: "A Negro child, who undoubtedly is one of the most precocious and promising children in America, has been discovered recently." In order to validate this extraordinary rating, several group tests including the Otis, S. A., Army alpha (1925 revision), and McCall multi-mental, were given. "Beyond doubt these tests results corroborating those from the Stanford-Binet, reveal a child whose test-intelligence is of surpassing degree."

#### MASTER'S THESES

In addition to the preceding references on Educational Achievement and Measurement, 71 master's theses have been listed in this field.

### PHYSICAL AND HEALTH EDUCATION

**ALLEN, E. H.** The community's responsibility for health education in Negro schools. *Bulletin*, (Official organ of National Association of Teachers in Colored Schools). 12: 25-26, December 1931.

The author states that in view of the fact that ill health affects each individual, each member of the community should aid in health education.

**DUBLIN, LOUIS I.** The health of the Negro. New York, Metropolitan Life Insurance Company, 1934.

Based on an article originally published in *The Annals* of the American academy of political and social science, November 1928, these data were revised October 1934, with the latest available statistics, and presented before the annual conference of the National Negro Health Week, October 27, 1934. Information is given concerning the excess of Negro death rate, outstanding diseases, racial immunity, etc.

**HENDERSON, EDWIN B.** Progress and problems in health and physical education among colored Americans. *Journal of health and physical education*, 6: 9, June 1935.

Sets forth the progress made and the problems which beset the field of physical education for Negro youth.

**KINDLE, WILLIAM H.** Physical education in southern secondary schools for Negroes. Springfield, Mass. International Y. M. C. A. College, 1930. 81 p.

A survey of facilities. Questionnaires were sent to 232 schools, 97 of which were returned, representing 34,000 pupils and 148 teachers, 57 of

**KINDLE, WILLIAM H.—Continued.**

whom have some training. Equipment includes pools, gymnasiums, halls. Sixty-one schools engage in intramural sports, 70 in interscholastic sports, baseball, basketball, and football. Thirty-five schools require medical examination for all students.

**NATHAN, WINFRED B.** A study of health conditions in Harlem, New York city, based on a full five-years' mortality record with implications for health education. Doctor's thesis, New York, New York university, 1930. 2 vols.

Shows causes for increased death rate among Negroes, and indicates the relation of the high mortality in the area to health education.

**WILLIAMS, CHARLES H.** Negro athletes in the tenth Olympiad. Southern workman, 61: 449-60, November 1932.

An account of the 1932 Olympic games in California, in which 15 Negroes participated, representing the United States, Canada, Haiti, Argentine, and Brazil.

Twenty years' work of the C. I. A. A. Southern workman, 61: 65-76, February 1932.

An outline of the work of the Colored inter-collegiate athletic association in solving the problems that arise as a result of athletic competition in educational institutions.

**MASTER'S THESES**

In addition to the preceding references on Physical and Health Education 8 master's theses have been listed in this field.

**SOCIAL AND ECONOMIC ASPECTS****RACE RELATIONS**

**ALEXANDER, W. W.** Southern white schools study race questions. Journal of Negro education, 2: 139-46, April 1933.

An account of the beginnings of the study of the Negro in southern white schools of higher learning and the significance of such a movement in effecting better racial relations.

**ALLEN, B. M.** The biology of race relations. Sociology and social research, 18: 351-57, March-April 1934.

Presents an argument against race amalgamation and states several biological points to be noted in race mixture.

**ATWOOD, J. H.** Inter-race *rapprochement*. Religious education, 26: 544-46, September 1931.

An outline of procedures suggested for religious leaders to use in attempting to better race relations.

**BAKER, PAUL E.** Negro-white adjustment in America. Journal of Negro education, 3: 193-204, April 1934.

An abstract of a study made of the techniques that have been used within the past 15 years by 10 national agencies working in the field of race adjustment. A summary of the possibilities and limitations of each of these techniques is presented.



**BECKHAM, ALBERT S.** A study of race attitudes in Negro children of adolescent age. *Journal of abnormal and social psychology*, 29: 18-29, April-June 1934.

In addition to studying the attitudes of 250 Negro adolescents toward other racial groups, the writer compares the attitudes of non-delinquent children with those of delinquent children, and compares the racial attitudes of children with that of adults.

**BOAS, FRANZ.** Race and progress. *Science*, 74: 1-8, July 3, 1931.

A discussion of the social and economic implications resulting from intermingling of races in the United States. The biological and psychological aspects are distinguished from the social and economic in a detailed manner.

**CARMICHAEL, MAUDE E.** A program for a better understanding between the races. *Journal of Negro education*, 2: 151-56, April 1933.

A description of the program worked out in the Arkansas state teachers college, Conway, 1931-32, for a better understanding between the colored and white races.

**FELDMAN, HERMAN.** Racial factors in American industry. New York, Harper and Brothers, 1931. 318 p.

While other racial groups are discussed, the Negro is given particular attention. Certain prejudices have grown up around each group, each being treated differently, all suffering along with industry. Suggests how the community may contribute better relationship through its educational system, religious organizations, social agencies, etc. Suggests that industry can do its share by having adequately trained persons in responsible positions competent to handle difficulties arising from racial situations, and by establishing a policy so that the prospective employee will know what to expect before taking the job.

**ELEAZAR, ROBERT B.** Building better attitudes. *Southern workman*, 62: 304-9, July 1933.

Describes the effects of the Commission on interracial cooperation, its efforts "to normalize racial attitudes and conditions in the South." The Commission has used various means of achieving its goal: Conferences in 1931 and 1932 at Peabody college; publication of reports of the conferences, together with other literature; projects in American history; the press service, reaching about 1,000 newspapers and magazines; and direct contact with the citizens, including members of the legislature, judges, superintendents of education, ministers, and others.

**LEAVELL, ULLIN W.** The program of dual education and racial adjustment at George Peabody college for teachers. *Journal of Negro education*, 2: 157-64, April 1933.

This program of dual education and racial adjustment of George Peabody college for teachers is presented in its four periods of development. Includes a list of research studies and articles about the Negro and his cultural accomplishments which have been made by students and faculty members at Peabody.

**MEHUS, O. M.** Educational and racial adjustment. High school teacher, 8: 346-49, November 1932.

Reports briefly the Conference on dual education at George Peabody college, Nashville, Tenn., July 20-23, 1931, financed by the Carnegie corporation. Discussions were held on contributions made by Southern

**MEHUS, O. M.—Continued.**

colleges to improve race relations by courses offered or investigations made, equalization of educational opportunity, and the need of an objective attitude.

— Southern educators and race relations. School and community 18: 282-85, September 1932. Also in Southern workman, 62: 54-60, February 1933.

This article presents notes on addresses delivered at the second annual Conference on education and race relations held at Peabody college, Nashville, Tenn. This conference recommended that a course in Race Relations be taught in every Southern college.

**MIDKIFF, FRANK E.** Negro education and race relations in Southern United States. Journal of Negro education, 3: 588-92, October 1934.

Presents the problem of Negro education in the South as observed by the author on a tour through 10 States and the District of Columbia.

**MINARD, RALPH D.** Race attitudes of Iowa children. Doctor's thesis, 1930. Iowa, University of Iowa, 1931 101 p. (Studies, new series No. 217; Studies in character, vol. 4, no. 2, December 15, 1931).

A test for measuring race attitudes was designed and administered to 1,352 pupils in grades 7-12 in Iowa cities. Sex, socio-economic status, and intelligence showed little correlation with race attitudes.

**RECKLESS, WALTER C. and BRINGEN, HAROLD L.** Racial attitudes and information about the Negro. Journal of Negro education, 2: 128-38, April 1933.

A presentation of the methods, distribution of scores, findings, and interpretations of a study made for the purpose of determining the attitudes of white college students toward the Negro and the extent to which these students possess objective knowledge about the Negro. It was found that low attitude scores accompany low information scores and that age and vocational interests are related to the scores made on the tests, by students attending schools of social work and of religious and missionary training.

**REUTER, E. B.** Race and culture contacts. New York, McGraw-Hill Book Company, inc., 1934. 253 p.

A symposium of 14 essays which "present different aspects of the processes of social change as they find expression in concrete historical phenomena"; given at the 28th Annual meeting of the American Sociological Society.

**ROSE, E. and BARKER, T. D.** Racial development and cooperation: Harlem, New York City and Atlanta, Ga. Journal of adult education, 5: 53-57, January 1933.

The activities of the Adult education program in Harlem and Atlanta are recorded as experiments for effecting racial development and cooperation.

**SHANNON, IRWIN V.** The teaching of Negro life and history in relation to some views of educators on race adjustment. Journal of Negro education, 2: 53-64, January 1933.

Gives the procedure used in obtaining the opinions and practices of teachers on Negro college faculties regarding dissemination of information



SHANNON, IRWIN V.—Continued.

on Negro history and achievements. These teachers did not tend to identify the "needs, interest, or future of the Negro as fundamentally different from what may be the common lot of all groups participating in American life although they favored the development of race consciousness."

THOMPSON, CHARLES H. Race relations and the education of the Negro. *Journal of Negro education*, 2: 121-27, April 1933.

Editorial comment on the race-relations programs, which provide the only solution to the race problem, of which the Negro separate school is a part.

WEATHERFORD, W. D. Changing attitudes of southern students. *Journal of Negro education*, 2: 147-50, April 1933.

A description of experiments planned by the author to effect racial understanding. The success of these experiments in changing attitudes is attributed to the fact that both races, white and colored, had a common interest in the situations created by the author.

— Education, the antidote for prejudice. *Southern workman*, 62: 3-12, January 1933.

Education as the means of effecting better race relations is the keynote of this Founder's day speech at Mars Hill college in North Carolina.

WHITING, HELEN A. Negro children study race culture. *Progressive education*, 12: 172-281, March 1935.

Report of an experiment in social studies. Selected pupils from the Atlanta university laboratory elementary school were taught appreciation for the backgrounds of the Negro race.

WOOFER, THOMAS J., jr. Race and ethnic groups in American life. New York, McGraw-Hill Book Company, Inc., 1933. 247 p.

This monograph, one of the *Recent social trends in the United States* series, views in broad outline (1) the ethnic pattern of American social life; (2) its trends during the past three decades as regards population increase and distribution, both geographic and occupational, and various social problems and relationships—health, education, prejudice and discrimination; together with (3) the possibilities and achievements pointing toward biological and cultural assimilation. Illustrative constructive efforts to this end are reviewed.

— Race relations, *American journal of sociology*, 36: 1039-44, May 1931.

A sketch of significant trends in immigration from Europe and territories of the United States, and of the status of the Negro and Indian in relation to these trends.

### LEGAL ASPECTS

BOND, HORACE M. The extent and character of separate schools in the United States. *Journal of Negro education*, 4: 321-27, July 1935. (Yearbook no.)

Describes and gives instances of the types of segregation of Negro students in school systems in the United States. The author maintains that the separate school is "symbolic of more important maladjustments of the Negro in the United States."

- BOND, HORACE M.** Negro education: a debate in the Alabama constitutional convention of 1901. *Journal of Negro education*, 1: 49-59, April 1932

Contrasting the 100.2 percent of their share of school money which Alabama Negroes received in 1889-90 with the corresponding 36 percent which they received in 1929-30, the author seeks an explanation of this growing disparity for Alabama and other Southern States in a review of their educational history. Particularly does he report and analyze the debate in the Alabama Constitutional convention of 1901 where it was proposed that taxes for Negro and white schools be segregated on the basis of the amounts paid by the two races. The cause of growing racial disparities in provisions for public education is finally adjudged to be "a simple matter of economic pressure and the rising costs of education, combined with the comparative claims of voting as against non-voting citizens."

- BUNCHE, RALPH J. A.** A critical analysis of the tactics and programs of minority groups. *Journal of Negro education*, 4: 308-20, July 1935 (Yearbook no.)

In this article the author discusses the fallacy of each of the programs designed by minority groups to preserve their political, social, and economic rights. The significance of the tactics and programs of the Negro in the United States is brought out.

- DuBOIS, W. E. B.** Does the Negro need separate schools? *Journal of Negro education*, 4: 328-35, July 1935 (Yearbook no.)

The opportunity of the Negro student to receive a broader education for his particular needs in the separate schools is cited.

- EDWARDS, NEWTON.** A critique: The courts and the Negro separate school. *Journal of Negro education*, 4: 442-55, July 1935. (Yearbook no.)

In a critical statement of the Yearbook as a whole, the author says, "The Yearbook is a distinct contribution to the literature of race relations. It is a vigorous, challenging, and realistic presentation of an issue of vital interest to the members of both races."

- FRAZIER, E. FRANKLIN.** The status of the Negro in the American social order. *Journal of Negro education*, 4: 293-307, July 1935. (Yearbook no.)

The author thinks that the status of the Negro in the American social order has been determined by his economic status, and the only hope of the Negro's complete emancipation is his gaining economic power.

- HILL, LESLIE P.** The State teachers college at Cheyney and its relation to segregation in the North. *Journal of Negro education*, 1: 408-13, October 1932.

Students are advised to take advantage of the opportunities for development at institutions like Cheyney, while standing against attempts at enforced segregation.

- HUBBARD, MACEO W. and ALEXANDER, RAYMOND P.** Types of potentially favorable court cases relative to the separate school. *Journal of Negro education*, 4: 375-405, July 1935. (Yearbook no.)

Reviewed in detail are cases decided by State and Federal courts with the view of discovering what types of action may reasonably be expected to result in decisions favorable to the separate school.



**KILPATRICK, WILLIAM H.** Resort to courts by Negroes to improve their schools, a conditional alternative. *Journal of Negro education*, 4: 412-18, July 1935. (Yearbook no.)

Certain elements in social life are pointed out which need to be taken into consideration before making appeal to courts as a means of securing equal educational opportunities for Negroes.

**LANE, R. A.** Legal trend toward increased provisions for Negro education in the United States between 1920 and 1930. *Journal of Negro education* 1: 396-99, October 1932.

The increased provisions are listed. Increased enrollment of Negro children in school, lengthened school term, increased appropriations for support of separate schools, and establishment of more types of schools for Negroes are also discussed.

**LOCKE, ALAIN.** The dilemma of segregation. *Journal of Negro education*, 4: 406-11, July 1935. (Yearbook no.)

The author thinks that the education of the Negro is a public function and obligation, and recommends resorting to the law for abolishing educational segregation.

**LOGAN, RAYFORD W.** Educational segregation in the North. *Journal of Negro education*, 2: 65-67, January 1933.

Separate Negro public-school systems in the North will be the result of separate teacher-training schools in the North according to the writer.

**LONG, HOWARD H.** Some psychogenic hazards of segregated education of Negroes. *Journal of Negro education*, 4: 336-50, July 1935.

A theoretical analysis of the nature and extent of segregation in the United States, of which there are a number of forms. The segregated school is itself an index of the attitude of the community. The hazards of segregating children are lack of incentives, feelings of inferiority, lack of social self-appreciation, and violence to the democratic ideal. It is difficult for children under such conditions to grow up well adjusted from the mental hygiene point of view.

**PETERSON, GLADYS T.** The present status of the Negro separate school as defined by court decisions. *Journal of Negro education*, 4: 351-74, July 1935.

Considers two problems: (1) to what extent has the litigation since 1865 been favorable or unfavorable to the cause of the Negro school; and (2) what were the types of cases which succeeded in the past and seem likely to succeed in the future.

**SAVAGE, W. S.** Legal provisions for Negro schools in Missouri from 1865-1890. *Journal of Negro history*, 16: 309-21, July 1931.

Sketches the history of legislation for Negroes in this State and the changes, and the latest enactment in 1889 as follows: "Separate free schools shall be established for the education of children of African descent, and it shall hereafter be unlawful in any public schools of this State for any colored child to attend a white school or any white child to attend a colored school." This in effect has virtually prohibited the education of Negroes in the sparsely settled communities.

**THOMPSON, CHARLES H.** Court action the only reasonable alternative to remedy immediate abuses of the Negro separate school. *Journal of Negro education*, 4: 419-34, July 1935. (Yearbook no.)

In evaluating the arguments and evidence bearing on the issue as to whether court action is desirable as a remedy to reduce or to remove the

**THOMPSON, CHARLES H.**—Continued.

abuses of the Negro separate school, the author finds little merit in the arguments against court action and in the arguments for separate schools in those areas where such schools are prohibited by law.

**WILLIAMS, W. T. B.** Court action by Negroes to improve their schools a doubtful remedy. *Journal of Negro education*, 4: 435-41, July 1935. (Yearbook no.)

Definitely advises against vigorous court action to improve the educational status of the Negro.

### OTHER PHASES

**BRYANT, IBA B., jr.** News items about Negroes in white urban and rural newspapers. *Journal of Negro education*, 4: 169-78, April 1935.

This investigation seeks to determine (1) the types and nature of Negro news items appearing in white newspapers of Texas; (2) relationships between the treatment of such news and the Negro's politico-economic status in the community; (3) rural-urban differences in handling Negro news items; and (4) differences in this respect between current practice and that of 1912. Analysis of 16 urban and 12 rural papers, for periods of 30 and 60 days, respectively, yielded 904 items in which the Negro figures as a "primary" or "secondary" character.

**EDWARDS, PAUL K.** Negro business and economic advancement. *Opportunity*, 12: 80-82, March 1934.

A very brief review is here made of the minor role played by Negro business in American economic life, together with factors contributing to its weakness. Despite its admitted inadequacies, the author sees great promise for the future of Negro business. Factors which might be expected to enhance its development are cooperative retail projects, higher wages for Negroes employed in white enterprises, and the progressive integration of Negro employees into white commercial plants.

— The Southern Urban Negro as a consumer. New York, Prentice-Hall, inc. 1932. 323 p.

Using as a basis the 17 largest cities of the South, the author presents an objective analysis of the occupations, purchasing power, quality of merchandise purchased, direction of trade, credit record, familiarity with and influence by "brands" of merchandise, and responses to selected "selling appeals" of the Negro consumer. There is also an analysis of the conditions and problems of the Negro merchant. The thesis is that the purchasing habits of the Negro consumer cannot be assumed to approximate those of white consumers following similar occupations; that intra-race "social" distinctions lend a different character to the quality and direction of his purchases.

**DREER, HERMAN.** The education of the Negro with respect to his background. *Journal of Negro history*, 19: 45-51, January 1936.

In support of the thesis that the Negro knows little or nothing about either his "immediate" or remote background, the author cites the results of three investigations: (1) a questionnaire inquiry to determine how many out of 135 St. Louis senior high school students had read one or more books by Negro authors and how many of their families subscribed for Negro periodicals; (2) a house-to-house survey in several Negro sections of the City to note the relative prevalence of "Negro" and "white" books, magazines, and newspapers; and (3) a test given to 516 Negro pupils in six Illinois and Missouri schools calling for the identification of 46 outstanding Negro and white characters. The results are offered.



DUTCHER, DEAN. The Negro in modern industrial society. Lancaster, Pa., The Science Press, 1930. 137 p.

An exhaustive analysis of Census data showing occupational trends among Negroes during that decade, 1910-1920, as epochal. Also gives a historical survey of the economic background of Negro industrial workers from Colonial days to 1920 when American industry included the southern Negro as a potential "new" source of labor. The subsequent trends of northward and cityward migration are analyzed in considerable detail, together with the social and economic implications.

ELLISON, JOHN M. Negro organization and leadership in relation to rural life in Virginia. Blacksburg, Virginia Agricultural Experiment Station, 1933. 88 p. (Bulletin 290)

A descriptive analysis of the "various types of organizations that exist or have existed among Negroes in rural Virginia." Presents (1) a historical survey of eleven organizations, classified into six groups; (2) case studies of extension work activities in three counties, of selected 4-H clubs in two others, and of a county training school in a sixth; and (3) an analysis of the leadership in relation to rural organizations of the Jeanes teachers, county training-school principals, agricultural leaders, and selected individuals.

FAUSET, ARTHUR H. Educational procedure for an emergency. Opportunity, 11: 20-22, January 1933.

The author questions the assumption that mastery of certain skills by an increasing proportion of Negroes, will enable the race to achieve an improved social and economic status. He envisions a post-depression crisis for the Negro which will isolate him still farther from the socio-political-economic life of America. To meet this emergency, there is proposed a re-organized program of Negro education which will meet the new conditions.

FOREMAN, CLARK. What hope for the rural Negro? Opportunity, 12: 105-6, 126, April 1934.

Viewing the plight of the Negro farm population as perhaps the most important problem of the race, the author emphasizes the need for developing "a strategy for releasing the rural Negro from his serfdom." The most promising approach is the various efforts of the Federal Government to improve agricultural conditions with increased Federal control over agrarian economy.

GIST, NOEL P. Negro in the daily press. Social forces, 10: 405-11, March 1932.

A quantitative analysis of items about Negroes appearing in 60 issues of 17 large urban daily papers, selected from various geographical divisions of the country. "The study reveals tendencies that are suggestive."

GREENE, LORENZO J., and WOODSON, CARTER G. The Negro wage earner. Washington, D. C., The Associated Publishers, 1930. 401 p.

A report of a part of a survey of social and economic conditions of Negroes in the United States. "The purpose of the study is to show the various occupations in which Negroes have been employed and to determine whether or not they have increased or decreased their numbers in these various lines." Attempts to show the occupational trends, and to determine the causes of occupational shifts. A historical treatise as well as a statistical document on present status. An extensive bibliography is included.

HANCOCK, GORDON B. The changing status of Negro labor. *Southern workman*, 60: 351-60, August 1931.

Discusses the changing status of Negro labor in four large generalizations: From agriculture to industry, from rural to urban, from monopoly to competition, and from concentration to diversification. Suggests that the ideals of Negro education need a revision that more directly meets the challenge involved in these changes.

HARPER, R. M. Contrasts between Northern and Southern and urban and rural Negroes in the United States. *Social forces*, 12: 573-78, May 1934.

Presents an analysis of Fifteenth census data showing, in a summary table, rural-urban and North-South percentage differences as regards (1) population increase over the previous decade; (2) racial, age, and sex composition of population; (3) fertility of women; and (4) illiteracy. Brief comment is made on trends in racial admixture within the Negro group up to 1920.

JOHNSON, CHARLES S. *Shadow of the plantation*. Chicago, Ill., The university of Chicago press, 1934. 210 p.

A comprehensive study of plantation life; Chapter IV deals with the education of parents and children and the influence of schooling on social change.

JOHNSON, GEORGE M. Handicaps of race. *Religious education*, 26: 127-29, February 1931.

Citing a libel suit brought against a San Francisco newspaper for referring erroneously to the plaintiff as a Negro, the author enumerates cases illustrative of the social disabilities of Negroes in various areas of life—college extracurricular activities, public schools, occupations, political and civic life, and housing—all indicating race prejudice.

JOHNSON, GUY B. Education, segregation, and race relations. The quarterly review of higher education among Negroes, 3: 89-94, April 1935.

Address delivered at the sixty-eighth anniversary of the founding of Johnson C. Smith university. Reviews the growth of Negro educational institutions; discusses the advantages and disadvantages of segregation and the problem of spiritual adjustment for a courageous style of life.

JONES, EUGENE K. The Negro in industry and in urban life. *Opportunity*, 12: 41-44, May 1934.

Following a factual summary of the industrial status of the Negro and of his various urban problems, the author evaluates the effects upon the Negro of the National industrial recovery act. Widespread discrimination against and neglect of the Negro is apparent. Fundamental improvement in the status of the Negro is seen to be possible only in a new social order which provides an enlarged place for the masses of workers, both Negro and white.

SANDERS, WILEY B. *Negro child-welfare work in North Carolina*. Chapel Hill, University of North Carolina Press, 1933. 326 p.

This social survey is concerned primarily with the defective, delinquent, and dependent Negro children of North Carolina. Gives an account of the historical development and present status of Negro welfare work through case studies and appraisals of eight institutions caring for defective or delinquent Negro children; an analysis of juvenile delinquency, accompanied



**SANDERS, WILEY B.—Continued.**

by six comprehensive studies of delinquent children; an analysis and evaluation of conditions relating to the care of dependent Negro children, illegitimacy, education, and health.

**SPEER, S. D. and HARRIS, A. L.** *The Black worker.* New York, N. Y., Columbia university press, 1931. 500 p.

A study of the American labor movement in one of its important aspects, namely, the relation of the dominant section of the working class to the segregated, circumscribed, and restricted Negro minority. Presents 21 chapters, grouped in five parts, as follows: Part I, The heritage of slavery; Part II, The Negro worker and the rise of trade unionism; Part III, The Negro as an industrial reserve; Part IV, Industrial unionism and labor solidarity; Part V, Negro labor since the War. A bibliography is included.

**WEATHERFORD, W. D., ed.** *A Survey of the Negro boy in Nashville, Tennessee.* New York, The Association Press, 1932. 157 p.

Presents a sociological survey, undertaken cooperatively by staff members of the Y. M. C. A. Graduate school, Nashville, of eight aspects of the Negro boy's life—health, economic, educational, family, juvenile delinquency, recreational, racial attitudes, and religious participation. Data are set forth in considerable detail, there being 81 tables and a number of graphic and pictorial illustrations. Included in the appendix are reproductions of schedules, questionnaires, and attitude scales used in collecting data.

**WINSTON, SANFORD.** *The migration and distribution of Negro leaders in the United States.* *Social forces*, 10: 243–55, December 1931.

A statistical analysis of information for 1,608 persons listed in *Who's Who in Colored America* revealed that (1) males predominate among these "leaders"; (2) most of them were born in the South, though proportionately larger numbers came from New England, East North central, and middle Atlantic States; (3) the great majority now live in large cities and in Middle Atlantic, South Atlantic, and East North central States; and (4) the trend is away from the New England and Southern divisions toward the Middle Atlantic, Mid-western, and Far Western areas.

**MASTER'S THESES**

In addition to the preceding references on Social and Economic Aspects, 41 master's theses have been listed in this field.

**PHILANTHROPIC INTERESTS**

**ABBY, WILLIAM A.** *Negro progress and the Phelps-Stokes fund.* *Southern workman*, 61: 391–97, September 1932.

A summary of the reports of the Phelps-Stokes fund, 1911–1931, in which brief accounts are given of some of the activities of the Fund and how they have encouraged social and economic progress among Negroes.

**DAVIS, JACKSON.** *The new head of the Jeanes and Slater funds.* *Southern workman*, 60: 404–6, October 1931.

A brief biography of Arthur D. Wright, new president of the Jeanes and Slater funds.

**GENERAL EDUCATION BOARD.** *Negro education.* In its Annual report, 1933–1934. New York, The Board, 1935. p. 34–46.

Reviews the work of the Board in the education of Negroes during 1933–34 in both public and private institutions.

**JULIUS ROSENWALD FUND.** *New York Times*, 18: 22-23, December 1931.

Editorial concerning Julius Rosenwald who made large contributions to Negro rural schools. Twenty years of growth is cited, revealing that 5,296 public-school buildings were erected at a cost of 27 million dollars.

**LEAVELL, ULLIN W.** Trends of philanthropy in Negro education; a survey. *Journal of Negro education*, 2: 38-52, January 1933.

In this survey of pre-Civil War and post-Civil War philanthropic agencies there is an account of the policies governing disposition of the funds, and of the general contributions of these foundations. Gives five conclusions that throw light on conditions and trends in this type of philanthropy.

**MACK, LILLIAN C.** The Jeanes conference. *Southern workman*, 61: 47-52, January 1932.

A report of the first national Jeanes conference held at Tuskegee Institute, October 1931. Not only did supervisors from 15 States attend this meeting, but Liberia, West Africa, Cape Colony, and Australia had delegates present. The author feels that the conference was significant for education in general and for the cause of the half million Negro children who come under the supervision of these Jeanes teachers.

**MCCORMICK, J. SCOTT.** The Julius Rosenwald fund. *Journal of Negro education*, 3: 605-26, October 1934.

A survey of the contributions of the Julius Rosenwald fund toward Negro education. In addition to the construction of rural schoolhouses, new activities in more recent lines of endeavor are health of the Negro, fellowships, support to national associations, social service work, library science, clinics and medical service, contributions to Negro colleges, and attention to secondary education.

**Phelps-Stokes fund and Negro progress.** *New York Times*, August 27, 13: 3; rept., August 29, 15: 6.

An editorial citing the contribution of the Phelps-Stokes fund to rural education and the Negro.

**PHELPS-STOKES FUND.** The twenty-year report of the Phelps-Stokes Fund, 1911-1931. New York, Phelps-Stokes Fund, 1932. 127 p.

"A series of studies of Negro progress and of development of race relations in the United States and Africa" covering a 20-year period. Contains: (1) Stokes, A. P. Twenty years work of the Phelps-Stokes fund; (2) Jones, T. J. Trends in Negro education; (3) Dillard, J. H. Progress of education and race relations in the South; (4) Work, Monroe N. Interracial cooperation; (5) Oldham, J. H. Developments in the relations between white and black in Africa; (6) Loram, C. T. Native progress and improvement in race relations in South Africa; (7) Roy, L. A. Financial report.

**TAYLOR, HOY.** An interpretation of the early administration of the Peabody education fund. Doctor's thesis, 1933. Nashville, Tenn., George Peabody college for teachers, 1933. 166 p. (Contribution to education no. 114)

The first million dollars given by Mr. Peabody was to be used "for entire population without distinction." Prior to the war, the Southern states had prohibited the teaching of slaves. "Mixed" schools were the first to receive Peabody aid; Negro education received numerous small donations from the Peabody fund through Dr. Sears, as did the white schools. "Need" was the only basis for giving grants. Dr. Sears, and his philanthropy for education had lasting and good effects on the lagging interest in public education in the South.



## MASTER'S THESES

In addition to the preceding references on Philanthropic Interests three master's theses have been listed in this field.

## RELIGIOUS EDUCATION

BRUNER, CLARENCE V. The religious instruction of the slave in the antebellum South. Doctor's thesis, 1933. Nashville, Tenn., George Peabody college for teachers, 1933. (Contribution to education, no. 112.)

Presents a number of interesting facts concerned with the religious instruction of Negroes, among them: The effect of the anti-slavery controversy, the effect of laws against teaching Negroes to read and write upon their religious training, and the different Protestant churches that sponsored religious training among the Negroes.

CARTER, Mrs. J. L. A Negro vacation church school. International journal of religious education, 7:22, March 1931.

A report of the successful program outlined for children in a community in Union, Miss., through a vacation church school.

MAYS, B. E. The education of Negro ministers. Journal of Negro education, 2: 342-51, July 1933.

Finds that the training of Negro rural ministers is far below that of urban ministers; that Negro urban ministers are more poorly trained than white urban ministers; that an appreciable number of Negro ministers are keenly alive to the need of constant study and improvement; and that Negro congregations are more in favor of trained leadership than is currently believed. Concludes that Negro ministers should be better trained than white ministers, and that Negro theological seminaries are being neglected, and makes a plea for better Negro theological seminaries.

— and NICHOLSON, JOSEPH W. The Negro's church. New York, Institute of social and religious research, 1933. 321 p.

"This book is based on a first-hand study of 609 urban and 185 rural churches widely distributed in twelve cities and four country areas. The study covers the training and message of the ministers, number, size and distribution of the churches, methods of increasing membership, financial methods and conditions of religious and social programs in city and country."

NELSON, WILLIAM S. Theological education for ministers. Southern workman, 61: 504-9, December 1932.

An address at a ministers' conference at Hampton emphasizes the need of professional training for prospective ministers, and urges a program of preparation that would place the professional training of ministers on a par with training for other professions.

## MASTER'S THESES

In addition to the preceding references on Religious Education nine master's theses have been listed in this field.

## FEDERAL GOVERNMENT AND EDUCATION

**BOND, HORACE M.** Shall federal funds be spent for adult Negro relief or the education of Negro children? *School and society*, 36 : 223-24, August 13, 1932.

A presentation of data comparing the systems of 30 counties with reference to general educational efficiency. This information was collected in an effort to determine the educational background of prospective migrants to the North. The systems selected were in the State of Iowa and the white system and Negro system of Alabama.

**CALIVER, AMBROSE.** Federal aid and the Negro. *School life*, 21: 40, October 1935.

Discusses the responsibility of the Federal Government for the education of Negroes, the principles that should govern it, and safeguards that should be inaugurated if and when Federal aid is provided.

— Negro education and the emergency educational program. *School life*, 19: 101, January 1934.

Describes the activities of the Office of education in attempting to integrate Negroes into the Emergency education program.

— Negro education in the depression. *School life*, 18 : 111-12, February 1933.

An outline of the problems the Negro teacher faces and suggested approaches to these problems.

— The Office of education and Negro schools. *Southern workman*, 62: 218-31, May 1933.

An address delivered in a series of lectures on Negro education and race relations at Teachers college, Columbia university. The development of the Office of education is traced from its beginning and an outline is given of the services it renders at present.

**DOITY, ESTHER M.** The F. E. R. A. and the rural Negro. *Survey*, 70: 215-16, July 1934.

The effect of government aid on the rural areas of the South is described in instances taken from the Piedmont district of North Carolina, one of the poorer locations.

**SIMMONS, SIDNEY B.** Control and supervision of Smith-Hughes work and its effect on the development of the Negro land-grant college. *Quarterly review of higher education among Negroes*, 2: 253-55, October 1934.

Cites fourfold benefits derived from Smith-Hughes funds: increased support for the land-grant college; improved training of teachers; improved the level of instruction; and carried the technical knowledge which the colleges have gathered throughout the States to the practical farmers in their home life.

**THOMPSON, CHARLES H.** The Federal government and Negro education. (Editorial comment) *Journal of Negro Education*, 3 : 535-72, October 1934.

An editorial criticism of the distribution of Federal funds in the United States for education of Negroes.



## MASTER'S THESES

In addition to the preceding references on the Federal Government and Education 2 master's theses have been listed in this field.

## ADULT EDUCATION

**CAMPBELL, THOMAS M.** Home demonstration work among Negroes in the South. Reprint from the Tuskegee messenger, December 1934. Tuskegee Institute, Ala. 1 p.

Gives factual evidence that the home demonstration agents have been the means of bringing about a wonderful change in the rural Negro's life, better home life, better diets, and better health for these farm families through group instruction and ocular demonstration.

**GILLEM, A. RICHARD.** The Garnet-Patterson night school for adults. American teacher, 15: 20, June 1931.

Describes the adult education program at the Garnet-Patterson night school in Washington, D. C., which is classed as a model school of its kind. In the eight grades offered at this school, the courses are outlined to meet the needs of the adults in the community.

**HAWES, MAE C.** Some glimpses of the adult education project in Atlanta, Ga. Washington, D. C. Journal of the National association of college women, 1932-33. (Publication No. 10) p. 33-36.

Describes the adult education project in Atlanta. The experiment aimed to make contact with the home, school, church, library, social agencies, economic, cultural, and political groups, Federated women's clubs, and Parent-Teacher associations in order to assist adults in meeting their economic, social, and cultural problems.

**LEE, S. H.** Selling extension work to one community. Southern workman, 62: 379-82, September 1933.

Describes the activities of a farm demonstration agent among the Negro residents of "Sugar Hill", a community of 500 acres owned by a Columbus, Ga., firm of cotton mill operators. Tells how he overcame prejudice against his program of "less cotton and more feed crops"; secured full cooperation of the people, liberal publicity in the county paper, home-raised food and feed supplies, summer and winter legume crops, and organized junior and adult clubs.

**MCDAVID, MARY F.** Ways by which illiterates are taught. Southern workman, 61: 82-87, February 1932.

Simple, concrete methods of instruction in opportunity schools for adults.

**MENCHAN, W. MCKINLEY.** Parent education in a Negro college. School and society, 37: 713-14. June 3, 1933.

Describes the program in parent education at the Alabama State teachers college at Montgomery. The college nursery school is a laboratory for parent education, and is considered a home supplement rather than a home substitute.

## MASTER'S THESES

In addition to the preceding references on Adult Education 4 master's theses have been listed in this field.

## SELECTED MINORITY GROUPS

**BUTLER, JOHN H. M.** New education in the Philippines. *Journal of Negro education*, 3: 257-68, April 1934.

A detailed account of the progress the Philippine educational system has made. This rapid development is shown to be surpassed only by Japan. Such an educational system has grown out of the needs of the people.

**COOK, KATHERINE M.** Public education in the Virgin Islands. Washington, U. S. Government printing office, 1934. 32 p. illus. (U. S. Department of the Interior, Office of education. Pamphlet no. 50)

Describes the country and its people, the social and economic conditions influencing education, the public schools, their administration and organization, the curricula, the teaching staff, the health program, school enrollment and attendance, school buildings, and library facilities.

**EMBREE, EDWIN R. and others.** Island India goes to school. Chicago, Ill., The university of Chicago press, 1934. 120 p.

A report of a study of education in the Dutch East Indies made by the Julius Rosenwald fund in 1938 in which the educational system is critically discussed. The report also includes a survey of the history, religion, geography, and political conditions in the Dutch Indies.

**HAITI.** United States Commission on education in Haiti, 1930. Washington, U. S. Government printing office, 1931. 74 p. (State department, Latin American series, No. 5)

Contains sections on: (1) Population—organization; (2) Elementary education; (3) Secondary education; (4) Higher education; (5) The Service technique; (6) Rural life and education; (7) Finances and education; (8) Observations and comments; (9) National objectives in education; (10) Conclusions and recommendations.

**HELSEY, ALBERT D.** Education of primitive people. A presentation of the folklore of the Burma animists with a meaningful experience curriculum. Doctor's thesis, 1934. New York, Teachers college Columbia university, 1934. 316 p. illus.

"Describes primitive society and outlines a practical community program for a primitive situation; presents samples of the folklore of the Burma animists; and presents in detail projects in home and social life, health, agriculture and livestock, and crafts."

**JONES, M. N.** Estimate of the child from Nigeria. American teacher, 15: 20, June 1931.

An instance of race tradition in Nigeria is described, showing the important part a child plays in the social order there.

**Journal of Negro education.** The education of subject and under privileged peoples. Vol. 3, no. 1, January 1934 141 p.

The entire issue of this journal is given to the subject. Contains: Bunche, Ralph J. French educational policy in Togo and Dahomey; Cook, Katherine M. Education among native and minority groups in Alaska, Puerto Rico, Virgin Islands and Hawaii; Cook, Peter A. W. The education of rural Bantu peoples in South Africa; Embree, Edwin R. A new school in American Samoa; Faris, Ellsworth. Native education in the Belgian Congo; Ickes, Harold L. The education of the Negro in the United States; Lane, Bess B. Education in the Virgin Islands; Parker, H. T. The Australian Aborigine; Wallbank, T. Walter. The educational renaissance in British Tropical Africa; Work, F. Ernest. A plan for Ethiopia's educational system.



**SACKETT, E. B.** Negro schools of the Canal Zone. *Journal of Negro education*, 1: 347-53, October 1932.

The author "sketches briefly the general set-up of the Canal Zone schools". In addition some account is given of the specific school achievement of the Negro pupils in these schools, and a comparison is made with that of Negro pupils in the mainland.

**SHARP, EVELYN.** *The African child.* New York, Longman's Green and company, 1931. 124 p.

An account of the international conference on African children that was held in Geneva in June 1931.

The three main topics discussed were: (1) Still-birth and infant mortality from the pathological, social, and economic points of view; (2) Education of children; (3) General conditions of child and adolescent labor, and protection of children at work.

**SUMNER, D. R.** Educational trends in Africa. *Southern workman*, 61: 358-60, September 1932.

In this address, delivered at the anniversary exercises at Hampton institute in 1932, the author acknowledged the influence of Armstrong and Washington on the educational program of Africa; cites institutions in Africa curricula of which are based on community needs.

**WALLBANK, T. WALTER.** Achimota college and educational objectives in Africa. *Journal of Negro education*, 4: 230-45, April 1935.

A detailed discussion of the Prince of Wales college and school, commonly referred to as Achimota, and the advanced philosophy of African native education as it is applied at the school.

**WESLEY, CHARLES H.** Rise of Negro education in the British Empire. *Journal of Negro education*, 1: 354-66, October 1932; 2: 68-82, January 1933.

Two articles on the beginning of education of the Negro in the British Empire. Here is presented information concerning the developments from 1732 to 1840.

**YOUNG, DONALD R.** American minority peoples; a study in racial and cultural conflicts in the United States. New York, Harper & Brothers, 1932. 621 p.

The purpose of this study is "to give new perspective to academic discussions of American race relations as well as to summarize and interpret the outstanding facts in the history and present condition of our minority peoples." The racial groups included are Negroes, Orientals, Indians, and European peoples. An extensive selected bibliography is included.

#### MASTER'S THESES

In addition to the preceding references on Other Minority Groups 1 master's thesis has been listed in this field.

#### GENERAL SOURCE MATERIALS

The following publications contain bibliographic references and other source materials of particular interest to students and research workers in the field of education. Those starred (\*) are journals devoted to social and educational subjects concerning Negroes:

CALIVER, AMBROSE, *comp.* Bibliography on education of the Negro. Washington, U. S. Government printing office, 1931. 34 p. (U. S. Department of the Interior, Office of education. Bulletin 1931, No. 17)

COOK, KATHERINE M., and REYNOLDS, FLORENCE E. The education of native and minority groups: A bibliography, 1923-32. Washington, U. S. Government printing office, 1933. 57 p. (U. S. Department of the Interior, Office of education. Bulletin 1933, No. 12)

——— The education of native and minority groups: A bibliography, 1932-34. Washington, U. S. Government printing office, 1935. 25 p. (U. S. Department of the Interior, Office of education. Pamphlet No. 63)

Journal of Negro education. Published quarterly since April, 1932. Howard university at Washington, D. C.

\*Journal of Negro history. Association for the study of Negro life and history. Washington, D. C.

\*The National Educational Outlook among Negroes. Published monthly by The National Educational Press, Inc., Washington, D. C.

\*Opportunity. Official organ of the National urban league, New York, N. Y.

\*Quarterly review of higher education among Negroes. Published quarterly since January, 1933, Johnson C. Smith University, Charlotte, N. C.

\*ROSS, FRANK, and KENNEDY, LOUISE V. A bibliography of Negro migration. New York, N. Y. Columbia University Press, 1934. 251 p.

\*Southern workman. Published monthly by Hampton Institute, Hampton, Va.

\*The Crisis. Official organ of the National Association for the Advancement of Colored People, New York, N. Y.

WORK, MONROE N. Bibliography of the Negro. New York, The H. W. Wilson company, 1928. 698 p.

